

ABSTRACT

Title of Dissertation: A BIOGRAPHICAL INTERPRETATION OF
WOMEN'S JOURNEYS THROUGH ATHLETIC
LEADERSHIP: PRE AND POST
TITLE IX LEGISLATION

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Philosophy, 2004

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This study explores the life experiences of four women athletic leaders, in four Decades (1960s-1990s), as they traveled through careers in athletic leadership, pre and post Title IX passage, in 1972. The study covers the lives of these women from childhood to their adult years.

Through the methodology of interpretive biography, the research investigates the lives of these four women coaches to bring to light the experiential and societal issues that have impacted their journeys. A narrative based on individual conversations with each participant and written reflections of the researcher provides insight into these women's coaching experiences. Denzin's methodology for in interpretive biography served as the framework for the study. The use of personal histories, as the basis for research in order to share and extend knowledge, is the keystone of this methodology.

The major themes that come through in the life stories are centered around the support of family, the importance of role models, the impact of training, the ability to develop a personal philosophy of coaching, the importance of mentoring, and the coping skills that these women use to handle the stress. Although the journeys of these four women are varied, these characteristics were interwoven in each of their stories.

Implications and recommendations for future women coaches entering the athletic leadership field center around the process of leadership development, rather than just the end result of being a coach. Women coaches need to be supported in their developmental years. Successful women coaches need to be a role model for novice coaches and mentor them through the life long journey. Extensive training and knowledge develops confidence in novice coaches and supports their goal to be successful.

Although Title IX was the time anchor for this study, the last thirty years have not made the journey for women in athletics an easier course to travel. Obstacles remain the same, and challenges still require individual solutions. Additional studies on gender differences in coaching and coaching philosophy are recommended.

A BIOGRAPHICAL INTERPRETATION OF WOMEN'S JOURNEYS THROUGH
ATHLETIC LEADERSHIP:
PRE AND POST TITLE IX LEGISLATION

by

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Dissertation submitted to the Faculty of the Graduate School of the
University of Maryland, College Park, in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy
2004

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ACKNOWLEDGEMENTS

As I began this journey to extend my knowledge by writing this dissertation, the process, and the task, seemed to be unceasing. But somehow, the time elapsed quickly as the project became more intensive, and more demanding of time and energy. As I come to the end of my journey, I realize that I did not take this journey alone. There were many individuals who guided, encouraged, and contributed to the depth of this research.

A special thank you is extended to Dr. Francine Hultgren, my dissertation advisor. Her talent as a teacher was reflected in the patience and understanding that she exhibited throughout this process. With her guidance, this research was brought to life.

I am grateful for the support of my dissertation committee. The interest they displayed in my research, and their recognition of the passion that I have for the subject matter, was a motivating factor for me in the long process. I value their input and appreciate their expertise.

My deepest appreciation is extended to the four women that were the substance of my dissertation. Their dedication to student athletes, as well as fellow coaches, is to be commended. Each woman voiced her commitment to keeping women coaches in coaching. Their passion was contagious.

Finally, my deepest appreciation is extended to my children and my husband. The children, now young adults, understood during their formative years, the importance of teaching and athletics in my life. They gave me the pleasure of being their mother, and they put up with me being their coach. It is not easy task to be the

son or daughter of a coach. I know that I always received many more benefits than they did in either role. And to my husband, who for thirty years has been my biggest supporter, I am forever grateful. When I was a college athlete, he sat in the stands and cheered me on and watched me play. When I was a coach, he attended every one of my games, understanding my passion and reinforcing my goals. And, when I decided to pursue my doctorate, he was again by my side offering encouragement and support. The gratitude and love that I have for him cannot be expressed in words.

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CHAPTR 1:

INTRODUCTION

Context of the Study

Carol was born in 1945. She loved sports, played in college and in 1969, graduated and accepted a position as a basketball coach in a high school program. Carol loved coaching for ten years but now no longer coaches. This school wanted new blood; a twenty two year old man now coaches the team.

Jennifer was born in 1965 and was a softball player at a Division I school during her collegiate years. She enjoyed the sport and wanted to share her talents with others by coaching. Jennifer coached for five years after she graduated from college but no longer coaches. She says that it takes too much time and just does not enjoy it anymore.

Rebecca was born in 1985. She was a soccer player at a small college in New England, having played soccer since she was six years old and continuing that participation at a varsity level while in college. She loved the sport and the relationships and opportunities that participation brought her. Rebecca wanted to share the power of the experience with others by coaching after graduation so she coached for two years at the varsity level at the high school from which she graduated. In time, Rebecca realized that she did not receive the same rewards as a coach that she had experienced as a player and was disenchanted with coaching. Rebecca, too, does not coach anymore.

These scenarios are all too common, in the lives of women coaches

(Granzky, 2002). Prior to 1972 and the inception of Title IX, women coached girls' teams not for fame or money but for the love of the sport, the competition that it fostered, and the ability to nurture the development of the student athletes who passed through the program (Hart, Hasbrook & Mathes, 1986; Wilt, 1989).

Title IX was the legislation mandating that women not be treated differently from men or discriminated against in sports participation, nor in the opportunities offered for athletes by educational institutions that receive federal assistance

(Federal Regulation 71413, 1972). Girls' participation in athletics soared after Title IX. According to the National Federation of High Schools survey of 1972-73, the total number of girls participating in athletics in 1971 was 294,015; it rose to 817,073 in 1972-73 (National Federation News, 2002). In 1972, the year Title IX was passed, more than ninety percent of women's teams were coached by females. By 1978, the number had dropped to fifty- eight percent (Acosta & Carpenter, 1998). This devotion to sport, competition and the student athlete was replaced by career withdrawal, the establishment of alternative outlets to channel interests and an adjustment to the need to nurture (Gill, 1992). Women still possess that same devotion today; however, they are challenged by sociological issues that put roadblocks in their way.

The 80's and 90's continued to add momentum to the downward spiral of the presence of females in athletic leadership positions. The lack of support may have roots in historical sexism, and athletics may act as a conduit for socialization to address the feminine struggle (Bialeschki, 1990; Theberge, 1985). Sport has acted as a way to combat the systematic exclusion of women in leadership positions of power, a reward that historically has been occupied by males (Bialeschki, 1990). Although women are more visible in many aspects of today's society, their presence in the world of athletic leadership still is not pervasive (Fisher, 1998; Greer, Henderson & Uhler, 1990). The gender as a barrier mentality still may exist in the profession of athletic leadership (Fishwick, 1988; Kane, 1990). In the year 2000, women represented 45.6 percent of the coaches of women's teams in the National Collegiate Athletic Association (Suggs, 2000a). In light of these historical, legislative and

societal factors, the fulfillment and persistence of women in athletic leadership are concerns that need to be addressed.

Purpose of the Study

The problem that sets the stage for my research is the decreasing representation of women in coaching and administrative positions in high school athletics. The factors that impact a woman's decision to enter the career of athletic leadership, to stay in athletic leadership, as well as factors that would motivate her to leave are the objectives of the study. The research will give voice to four individuals who graduated from college in different eras, between 1960 and 1990, regarding their journey through athletic leadership. The coaches' reflections will span forty years, pre and post adoption of Title IX, to the present. The insights from their interpretations will serve as a catalyst for the education of women coaches, with attention to motivation and retention of women in coaching for the future.

Research Questions

The main research question examined in this study is: How have personal histories and life experiences of women in athletic leadership (pre and post Title IX), contributed to their acceptance or rejection of athletic leadership roles?

Additional sub-questions are:

- 1) What influence did family have on the selection of a career in athletic leadership?
- 2) In what manner did social context enter into the decision to enter and remain in/leave this career choice?
- 3) What impact has Title IX had on your coaching and coaching in general?

- 4) How important are mentors and role models in the career identification process?
- 5) What qualities do females in athletic leadership need to display or develop in order to be successful in a male dominated profession?
- 6) What pressures, both personal and professional, affect one's growth as an athletic leader?

Methodology for the Research

The metamorphosis of women in athletic leadership roles is as multi-faceted as the progression of their development in the areas of family background, athletic involvement as a player, athletic involvement as a coach, personal experiences, societal context, life style and career choices. All have an influential impact on the decisions that women made to coach prior to and post Title IX.

A research methodology that accepts and embraces a narrative rendering of diverse perspectives is that of an interpretive biography, where the intent is to capture the experiences and turning points of an individual's life (Denzin, 1989a). In fact, subjects' lives have value, and expressions of human experiences can act as social text (Brown, 1987; Bruener & Turner, 1986). Dialogue acts as an instrument to develop meaning of the social text and to relate that meaning to a time and place in the subject's life.

Interpretive biography in its narrative form provides the forum to examine elements in the feminine perspective of equity, power and social structure (Denzin & Lincoln, 1994). A variety of life experiences, with satisfactions and dissatisfactions noted, provides a conceptual attempt to broaden the meaning of those experiences

(Denzin, 1989a). “Truth refers to the multiplicity of ways in which a woman’s life story reveals and reflects important features of her conscious experience and social landscape, creating from both[,] her essential reality ” (p. 14). Understanding the reality of such experience leads to more informed choices regarding the lives of women in athletics.

The exodus of women from the coaching profession and positions of athletic leadership are time and place related issues with social implications. Women who participated in sports as student athletes and enjoyed and benefited from their experiences are finding other outlets for their competitive spirits. However, there are women who continue to coach and accept, as well as enjoy, the challenges presented to them in the world of athletics. How have personal histories and life experiences (pre and post Title IX) of women in athletic leadership, contributed to their acceptance or rejection of athletic leadership roles? In pursuit of that question, I turn first to my experience in athletics, followed by a personal journey through athletic leadership.

My Personal Journey as a Context for Athletic Choices

The links that an individual has to family, friends, mentors and antagonists provide the framework by which one creates life’s reality. Turning points that facilitate construction and reconstruction of one’s life, create cultural categories that persons use to describe their experiences (Denzin, 1989a). The window of life is one that is filtered by the language and experiences of the individual, and ownership of the experience creates the methodology in which real people and real appearances are created (Denzin, 1989a; Derrida, 1972). In starting with the family, one may view the

individual self in the context of a social whole (Elbaz, 1987). My story that follows is connected to research that is both confirming, as well as disconfirming, of my experience. The research drawn upon spans the decades of focus for this study: the 1960s to present day.

Beginnings

As far back as I can remember, sports and athletics were a part of my life. This common developmental pattern may provide a link with other women who possess an interest in coaching or athletic administration (Kelly, 1982). I can recall catching ball with my Dad and brother on the side yard when I was four or five, with Mom watching from the sideline cautioning us to be careful of the windows. But my Dad, he would just say, “Throw it harder Sis.” He did not view me as inferior (Acosta & Carpenter, 1992; Bandy & Darden, 1999), but rather encouraged me to pursue my interest even at an early age (Squires, 1982).

It was like yesterday that I was the batgirl for my brother’s baseball team at age four. Of course I had an official uniform that fit me more like pajamas than stirrup pants. I took special care of each bat, running out to the batters box after each player hit, picking up the bat and carrying it over to the fence, and placing it neatly against the backstop like marines lining up for inspection. I was not an official member of the team; yet, I did feel like I was a member. I did get to field ground balls, take batting practice and do all of the other things that “the team” did. It helped that my Dad was the coach. There were no teams that I could play on at age four. Girls were viewed as different, more frail, less competitive, easily broken (Theberge, 1985).

I can recall running out on the soccer field at half time with all of the other boy children of the men's soccer team on which my father played. We all scurried out on the field like mice to kick the ball around and eat orange quarters with our Dads. We were in our official soccer shoes just like our Dads. Mine were hand-me-downs from my brother because they did not make girl's soccer shoes then. It did not matter; I just enjoyed being there. The activity was the reward. The involvement for me established a developmental pattern of participation in sport that was nourished by the satisfaction of activity, not the acceptance of the other children (Freysinger, 1987; Kelly, 1982).

I can recall at around age eight walking through town on my way to softball practice with my glove shoved up my shirt so the boys from my school would not make fun of me. It was not cool for a girl to play sports. Girls who were athletic were not really girls but tomboys (Henderson, Bialeschki, Shaw & Freysinger, 1989). But as soon as the boys were out of sight, I continued on my way with great anticipation of practice, and once again, to have the opportunity to play and compete. The teasing boys soon faded like my mother's words of caution for the glass in the windows.

This recollection of early details of the meaning of sport in my life established a connection to later life experiences that nurtured my desire to participate in athletics (McPherson, 1984). The picture that was painted in my life experiences created for me the world as I saw it: a world in which sport played a role, a role that may have not been accepted by some, but yet was one in which I found success and enjoyment. "The insight into the essence of a phenomenon involves a process of reflectively appropriating, of clarifying and of making explicit the structure of meaning of lived

experiences” (van Manen, 1990, p. 77). Is this early introduction into athletics a common trait that women who are athletic professionals also share? Is the family connection important? Is the love of competition initiated early in life?

The Importance of Self Image

I recall always feeling a level of comfort while participating in athletics. This level of comfort was not without its awkward moments, however (Freysinger, 1990). The sense of comfort went hand in hand with a sense of challenge (Osgood & Howe, 1984). The challenges created complexities of choice in social decisions that were made on a daily basis (Butcher & Hall, 1983; Lirgg & Felz, 1989). Demonstrate your interest in sports; do not demonstrate your interest. Display your ability and aptitude or just keep it hidden. The creation of an environment where participation can evolve without reference to one’s gender or stereotypical limitations is the goal and responsibility of many social groups (Block, 1979). Could athletics have been a way to establish one’s identity? If a female possesses athletic ability does that provide a way to receive recognition? Is that recognition positive?

I can recall in college, when I happened to meet a young man in a social situation, one of the first questions to be asked was: What is your major? I would receive some strange looks when I informed them that I was a Physical Education major (Henderson, Stalnaker, & Taylor, 1988). The response was, “You don’t look like a P.E. major?” Was that a complement or a condemnation (Kane, 1990)? It may have been a societal reflection of their image of women in athletics (Ingram & Nupp, 1982). Did other women in athletic leadership experience these same concerns? Did

the comments make them stronger or damage their self-image? Do women experience the same type of allegations today?

The Introduction of Mentors

As I attempt to reminisce about individuals who impacted my interest in athletics, I find it difficult to place the credit on any one specific individual. My desire was nurtured by many people who touched my life or provided direction and encouragement as I developed from a child to an adolescent and then finally to an adult (Thorngren, 1990). Family was my first contact with sports. My parents always encouraged me to play and to play hard. They reinforced the ideal that one should play hard and play fair and should not be embarrassed or hide one's athletic ability (Bandy & Darden, 1999). My father was always inclusive when he offered to participate with me and my brother. I was never designated as a burden, but rather treated the same as my brother (Williams, 1998). The expectations of my father for effort and skill were also the same (Weiss, Barber, Sisley & Ebbeck, 1991). As I think back on it now, I know that he did not throw the ball quite so hard or quite as fast as he did to my brother; however, I was in the game. My brother also was very supportive. Older brothers may have a tendency in some families to exclude little sisters. In our family that was not the case. When it came to selecting teams in a neighborhood game, he always picked me first. Yes, I was usually the only girl playing, but he never isolated me or made me feel unwanted (Thorngren, 1990). I suppose for me the first mentors were my family.

As I entered the world of organized sports, many individuals contributed to my psychological as well as skill development (Lough, 2001). Recreational coaches, high

school coaches and college coaches all offered a wealth of knowledge to my development (Kerka, 1998). Some of these were male coaches and some were female. I think that I had gender blindness in my athletic development. I learned how to be a woman from my mother, as well as other female role models that were in my family and surrounding friends, and I learned how to be an athlete from the coaches. I did not look to coaches to develop my sense of femininity; it came from another place. I was already a girl when I was introduced to athletics; I did not need them to teach me that.

But what motivated the other women coaches? Was finding a special mentor, or in particular a female coach who served as a mentor, important to their development? Do they need to see women in an athletic leadership positions in order to see themselves?

The word mentor is a Latin derivative, *menter*, with the traditional meaning of “wise and trusted counselor or teacher” (Webster’s Collegiate Dictionary, 1998, p. 726). Today the word has gained great value in the professional world, where it is a good idea to have a mentor, a wise and trusted counselor. What, then, do we make of the role of mentors in the development of women in athletic leadership? A mentor may serve as an instrument to attract more women into athletic leadership positions. The opportunity for young girls to view other women in action, in their jobs, in their careers as athletic leaders, as coaches may stimulate their participation in athletic leadership (Weiss, Barber, Sisley & Ebbeck, 1991). In this process of becoming, mentors may serve as facilitators for the transformation of a young female player to a coach (Hough, 2001). The father is at times viewed as the author of the play, the mother as pregnant with the part, and the child with the role yet to be born (Stanislavski, 1989).

Entrance into Athletic Leadership

The entrance into the coaching ranks is similar, and yet unique, for each of us that enters the domain (Delano, 1990). For me, it was a mass infiltration of coaching three sports, one each season, the first year I was out of college, in 1972. The situation was a private school in New Jersey where I and two other men coaches were the staff. It was a good experience for me. I came to the table with some credibility in that I was a physical educator at the school, was a collegiate athlete in two of three sports that I coached, and had a good relationship with the students and my fellow coaches (Lovett & Lowry, 1988). Reflecting back on my experience at twenty-one years of age, I do not remember any feelings of inadequacies, fear or intimidation in coaching these high school students (Parkhouse & Williams, 1986; Thorngren, 1990). The students seemed to accept me for the knowledge and experience that I brought to the table (Feistritzer, 1983; Gill, 1992). I was not second guessed by the parents or challenged on my coaching philosophy. But this was in the early seventies, and the girl athletes as well as their parents had a different mentality at the time (Bialeschki, 1990). The girls were appreciative of the opportunity to compete, with someone in charge that basically knew what she was doing; they were experiencing the sport with a level of success (Stewart & Taylor, 2000). I think the parents just left me alone because they, too, were content with the experiences that their children were receiving in the program. I was only there for a year before I moved on to another location in another state. This experience turned out to be a little more unique.

Again, my career as a physical educator opened up the door for my opportunity to coach (Conn & Razor, 1989). Unlike the first school, this school had no interscholastic athletics for girls. The program was in its infant stages with the school board, the staff, the girls, and the boys all in waiting for this birth of girls' sports. I can recall when I interviewed for the coaching position, that the Board of Education

conducted the interview process. They asked me if I was a good housekeeper in the locker room (Squires, 1982). I thought that this was a strange interview question and responded, “Yes I am, but what does that have to do with my coaching ability?” I got the job anyway and continued to coach basketball and softball at the school until I stopped coaching and teaching with the arrival of our first child.

Again, the experience was a good one. The same factors as before made the experience a positive one: a staff and an athletic director who were supportive, student athletes who trusted my experience and knowledge, and a husband who supported my passion by accepting long hours, low pay, evenings alone and weekend practices (Sage, 1989). As of yet no children, but one was now on the way.

This support in all phases of my teaching and coaching career was paramount in my ability to enjoy and continue my pursuit of the coaching profession (Stewart & Sweet, 1992). Without it, one can either live a very solitary type of life or one that is filled with confrontation. I had neither.

The story goes on; after child number one, came child number two, and for five years there was no teaching or coaching in my life. Looking back, at that time I really did not think about it much. Being a mother you are teaching and coaching every day. So maybe, I was still in the profession? The confidence that I had developed as an athlete and a coach supported my endeavors as a mother and parent. In the role as a mother, traditional character expectations are the norm. These traditional expectations were sometimes in complete opposition to the character expectations that I had experienced in the role as an athlete and coach. But I found them complimentary, rather than adversarial. Instead of accentuating the competitive and aggressive side

that I did as an athlete, I found myself concentrating on the training and teamwork side in motivating my children. Rather than putting the skills aside that I developed as an athlete and coach, I just channeled them in another way.

As the children became school age, the re-entry into the coaching ranks started to take shape (Thorngren, 1990). It was no longer a paid position with high school girls. This was a volunteer position with mixed gender five and six year old children, a county recreational league (with fathers as coaches) who wanted to develop their teams with all of the basketball skills to compete and be successful. And then there was me. I was the lone female coach, with boys and girls from the community that I lived in and parents that I knew and who supported my efforts. The season started out the same as any other with everyone feeling each other out as far as knowledge of the sport and comfort level (Williams, 1998). But being a physical educator was an asset (True, 1983). I was accustomed to the energy level and attention span of five year olds and conducted practice sessions to their learning style and level. It is also fair to say that the children did have athletic ability. A combination of skill and appropriate leadership are key factors that lead to a level of success (Sage, 1987). Needless to say, we did experience it. We had an undefeated season, with all children playing and having a good experience. However, some of the fathers who coached in the league were not as sportsmanlike as they could have been. I can recall in a game that we were playing against one of the other competitive teams, the father came over to me yelling, "These kids are all over age, and they can't be legal!" I called a time out, went over to my folder, took out the children's paperwork and gave it to the coach. The discussion was over. This was not about the children's ages; this was more about

the comfort level that this coach experienced by coaching against a female coach (Holmen & Parkhouse, 1981). He did not know me; we had no experiential relationship, and therefore the situation became confrontational. I think he felt that I was challenging his ability to coach (Nelson, 1996). I was not. My role was to give the children on my team the tools to be successful.

As the children became older, I again, entered the high school coaching arena, and the experience was a positive one (Acker, 1990; Van Fossen, 1981). I set my own agenda for success, established relationships with the people I worked with (both male and female), tried to demonstrate to the students and the parents that I did have a level of expertise in the field that I was coaching in, and I tried to address the gymnasium or the field as a classroom and utilized strategies that would be successful in a teaching situation (True, 1986).

Today, I have assumed the role as the supervisor of athletics for a large metropolitan county in the eastern part of the country. We serve over nine thousand athletes and eight hundred coaches. There are few women in my role. The job requires diversified duties in human resources and fiscal management, as well as expertise in communication, negotiation and arbitration. Knowledge of the needs of the student athletes, the parents, the media, and the individual coaches is the greatest asset to be successful in this profession. Respect is something that you earn in this job; it does not come with the title. There are tests that address one's leadership skills everyday. I draw upon my background of experiences whether they are family, personal or professional to confront issues head on and deal with them in a fair and equitable manner. I think that the key to success in my present job is to be gender

neutral in my decisions but to be gender sensitive in my analysis. I cannot separate who I am or the experiences that formed my character. I must, however, recognize that my counterparts, male or female, are drawing upon those same individual experiences to create their world.

This personal journey develops an understanding of my own experiences and serves as an instrument for locating myself within the societal context influencing my participation in women's athletics (Brown, 1987; Bruener, 1984). The integral knowledge of an individual leads to the development of relationships and the integral knowledge of others (Bertaux, 1981b). Reminiscence of encounters, experiences, and relationships provides the medium for understanding my personal journey and career choices, as well as an instrument to begin considering the journey of others.

It must be acknowledged that no self experience is ever an individual production, but one that goes back to a larger group with cultural as well as societal ideologies taking form in an historical context (Denzin, 1986b). This history provides a context for turning points in each individual's experiences. And in keeping with the methodology of interpretive biography, my historical context is necessary to pave the way for the journey. Peshkin (1988) suggests that this subjectivity of the researcher's life experiences is a quality that affects the results of the investigation. In fact one's subjectivity is a living part of the researcher that cannot be removed. My life experiences will shape what I see and hear.

Tracing Historical Conceptions of Women Impacting Opportunities for Their Participation in Sports

Numerous factors have impacted the opportunities and choices that women have made in their career selection of athletic leadership. Some of these factors are

personal; others are based on societal norms, or are political in nature. All have contributed, in some way, to the developmental process of the female athletic leader. The social position that was held by women in all stages of history is an important link between feminism and women's participation in athletics (Bialeschki, 1990). The feminist perspective recognizes those who have been left out, ignored or are powerless (Denzin & Lincoln, 1994). The notion of the worthiness of women is one that has impacted the growth of women in history, as well as in the athletic arena (Smith, 1992).

Foundation in the Greek Era

From the time of Plato (Okin, 1989), philosophers have discussed and designated the role of women in their societies. For Plato, women did have a role in society as guardians, but with lesser attributes than their male counterparts. In Plato's (1877) *Laws and Timaeus*, he introduces an important element of feminism that fathers should be active in the rearing of children. Since the time of Plato, there has been divisiveness as to the role of women. Women seemed to have a close relationship with children and were more likely to define themselves in the role of a parent. This concept cannot be separated from biological, psychological or cultural events that are reflected in all time periods, yet remain a relevant point in all of history.

Aristotle, however, viewed women as subordinate to men (Williams, 1977). He did assign supernatural designations to both men and women. However, male gods were rulers and leaders, while female gods were subjects with specific feminine duties or designated as things of beauty. Women had no power and were not recognized as powerful gods (Gerber, Felshin, Berline & Wyrick, 1974). Women

were given the designation of god for purposes of protection and nurturing. The notion of femininity was subservient to masculinity and always remained at the root of the theology. It was the male image that advanced the culture, even in the time of mythology. Women tended to be trapped in a world of myth as well as reality. There was a cultural perspective in some instances that supported the mythological view of women. In some cases women were worshipped; in others, they were feared.

In the world of Odysseus, women were depicted as goddesses who possessed strength, dignity, and prestige (Okin, 1989). But these characteristics did not denote attributes that were associated with feminism. Athena, in fact, was praised for her manliness. In the *Iliad* (Fagels, 1990), women were portrayed as beings that were jealous and petty and constantly were associated with a second-class status. Women were denied the right of passage into any type of heroic life where they were set up as a role model for other women to pattern. Homer's Epics (Fagels, 1990) portrayed women in specific standards, and this served as their function in society. Women were not required to be competitive or aggressive. These qualities were ones that were needed to be a warrior, but being a warrior was not an option for women in this era.

The qualities of a warrior are strength, agility, aggressiveness and competitiveness. Indeed, the qualities of a warrior and the qualities of an athlete are complimentary. Women did not have a role as a warrior, and certainly not as a competitor in any type of athletic event. Men engaged in sport and war; women offered beauty, a family and support.

Foundations in the Medieval Period

As we move into the medieval period, women tended to be linked to nature and men to the mind (Gerber, Felshin, Berline & Wyrick, 1974). Christianity brought the notion of equality in some respects with the emphasis on a state of virginity or purity for both women and men. Although this sense of equality in expectations of morality was starting to emerge, church ceremonies, leadership positions and rights all were controlled by and experienced by men only (Kane, 1990). In fact it is difficult to separate the religious views from the cultural ones in this era of development. Religion had cultivated in women the traits of obedience, poverty, patience, charity, truth and prudence. The theology of man was that he was created in God's image, while women were an after thought, a companion. The relationship of woman to man, therefore, has a theological basis. Christianity offered a limited exposure of personal growth for females. It placed them in the arena with men, but it did not give them any power.

Foundations in the Victorian Era

In the Victorian age, women were assigned new character traits in the work of Carl Jung. Jung (1969) viewed women not just in the morality mode, but also as individuals with attributes and status. Qualities such as compassion, nurturing, responsiveness and human understanding were viewed as positive for women to exhibit. The question still remained, however: How are women valued and what is it that actually shapes their lives?

The Victorian age fortified the role of woman as mother. Women lived in a state of subjugation (Henderson, Bialeschki, Shaw & Freysinger, 1989). They were to be

unselfish wives and mothers, dedicated to the needs of husband and children and church. Women's experiences were limited and their exposure to the world controlled. The image of the Victorian woman was unrealistic and destined for defeat. No one realistically could achieve or maintain the expectations or image of what it was to be a woman in this era. Women were held captive by a model that was created for them. It was an era that was plagued by artificiality. There was an epitome of selflessness with no existence beyond a woman's family needs. American women such as Elizabeth Cady Stanton, Susan B. Anthony, Lucy Stone and Netty Brown stepped forward and challenged the parameters. Sometimes these women suffered much to prove a little. The power of women had started to exert itself on society (White, 1995).

Foundations in the Twentieth Century

The nineteenth century notion of feminism emitted the emergence of a new type of woman: adventurous, determined, and energetic (Squires, 1982). The paradigm that men were superior or elite was being challenged. The right to education gave way to the right of athletic participation. Women expanded sports to include their participation. A sense of physical liberation, as well as personal emancipation, was taking place. Society was starting to be transformed. Physical activity was yet another barrier that was being challenged. Women were entering the professional world as doctors, lawyers, and executives as well as players, coaches and athletic leaders. Women were beginning to question the image that others had created for them. The taste of physical activity could not be satiated.

In 1921, women acquired the right to vote. With this goal accomplished, however, the fight seemed to be more in the heat of the battle than the movement. Once women acquired the vote, the fire of the women's movement seemed to cool (Lucas & Smith, 1982). The effect of the momentum of the movement was not lasting. Again, women's participation in athletics seemed to be under a microscope. Women's participation still rendered a threat to the female image. Change resulted in a paradigm shift in power. One group received more, and another group received less. Struggle was evident and the loss was magnified through all levels of societal norms. Comparable athletic abilities served as a threat to the status quo.

The 1930's brought The Great Depression and much hardship to American society. However, along with the economic factors that came with The Great Depression, there also came a renewed sense of worth and freedom for women. World War II brought a dependency on women and their talents. Women were recognized not only for the contributions to the nature of the family, but also for their contributions to the family financial situation and to national security and productivity (Bialeschki, 1990).

Women in athletics also were starting to show promise. Babe Didrikson Zaharias was born in 1914 in Port Arthur, Texas (Babe Didrikson Zaharias Foundation, 2002). She excelled in numerous sports and received many amateur and professional awards in basketball, track, billiards and golf. The Associated Press voted her the world's greatest woman athlete for the first half of the 20th century. Babe had no equal in her sex. She won every women's golf professional event, even though she had not taken

up the game until after achieving fame as an Olympic track star. She was an all American basketball player in 1930, 1931 and 1932.

Babe was an extraordinary athlete. She was multi-faceted in her athletic ability and performed at a professional level in numerous sports. Being gifted in sports, she provided one of the early models of how a woman could be successful in a male dominated profession. By opening up the doors for future women to explore options in athletics, she established a standard that, in the future, few would achieve.

The forties gave way to the war, and images of Rosie the Riveter were embedded in the minds of Americans (rosietheriveter.org 2002). Women stepped up and assumed the role of provider of services, not just for the home front, but also for needed products abroad. Rosie took care of the family at home, provided food and clothing for the children and helped the nation by providing a valuable service for the country. This time in history provided a reason for women to assume these roles. They were not looked down on, but rather emulated, as an important part of the cause. Although an era of conservatism was evident during this time, social and political movements were starting to exert themselves in personal autonomy and freedom for women. Women's organizations were quietly supporting feminists and civil rights agendas (Maher, 1987; Spears, 1978).

Althea Gibson, a black female tennis player, demonstrated in 1950, when she was twenty years old, that she would make an impact on the U.S. Nationals (CBS.sportline.com, 2002). In 1956, Gibson became the first black woman to win the French Open. She was the Associated Press Female Athlete of the year in 1957 and 1958. Beside the gender battle, Gibson had to deal with racism. Even while playing,

she was denied rooms in hotels and seating in restaurants. Gibson fought barriers all during her career, but by the time she stopped competing she had won eleven grand slam events. The title of her autobiography is *I Always Wanted to Be Somebody* (Gibson, 1956). Although she did not enter athletics looking to be a pioneer, she turned out to be one.

Social reform issues were again starting to rise to the forefront (McCarthy & Zent, 1982; Spears, 1978). Feminism, as well as civil rights issues, were starting to permeate the country. This soon gave way to the re-emergence of the women's movement in the early 60's. The old regime battled the issues that oppressed women's opportunities. The new regime tackled the questions of basic social injustice that were eroding society. Modern feminism analyzed and attacked basic social norms, beliefs and theoretical constructs. A new attitude of the role of women was beginning to take form.

In the early 1960's, women began to experience the changes in a volatile society, reflected through political as well as personal growth. The isolation of women in the home as wife and mother was blossoming into an era of choice and liberation (Brandy, 1981; McCrone, 1987). The linking of family values and the liberating quality of feminism were beginning to establish a bond that was never experienced before. Issues of choice, rather than a predetermined life style because of gender, were the initiators of the movement (Kelly, 1982). Women before viewed themselves in the present. Today was like yesterday, and tomorrow will be the same. All of a sudden women saw a future, a future that depicted them as not just a wife and mother, but rather as individuals who have choices and make decisions to establish their fate.

They no longer were looking for an image that they saw in their mothers, but rather an image that was a creation of self. Betty Friedan (1963) dedicated her book, *The Feminine Mystique*, “For all the new women, and the new men.” This metamorphosis in women did not occur without pain. Friedan states, “The freedom to lead and plan your own life is frightening if you never faced it before. It is frightening when a woman finally realizes there is no answer to the question ‘Who am I except the voice inside herself’” (p. 338). But facing the opportunity to develop oneself did not solve the problem of growth. Rather, it was the impetus that moved these women with a feminist perspective to proceed forward and take risks. This journey to self-identity was the spark that started to kindle a fire that would continue to burn, and its spark ignited the growth of women in organized sports and athletic programs in schools.

Billie Jean King was a world-class tennis player until she retired in 1984 (CBS.sportsline.com.2002). The sixties gave King a stage to display her support of the feminist philosophy with the sport she loved. King organized the Virginia Slims, the women’s professional tour, and developed the Women’s Sport Foundation in 1974. She challenged Bobbie Riggs, a male tennis player, to a nationally televised event that was titled the battle of the sexes. King defeated Riggs with much fanfare and focused much attention on the women’s movement. She has been depicted in history as one of women’s greatest tennis players, as well as a great activist for women’s issues. King continued to open doors to women for equality in sports as well as society. Males needed to learn to adjust the lens they used to view women during this period (Ingrum, 1982).

Some viewed this liberation of women as a gift that was long over due. Others viewed this new image of women as threatening, intimidating-- the antithesis to the concept of femininity and motherhood. For some, the bond of family was threatened. Titles, names and stereotypical categories were given to women who displayed the zeal to excel (Lucas, 1982). Overly aggressive, man hater or even bitches were names that were hung on some women with ambition (Everhart, 1998). In real life situations, roles or professions may involve two gender characteristics in which individuals may perform in a stereotypical fashion for that profession (Cockburn, 1991). This sometimes opens the door for labeling because of membership in a specific profession or occupation (Caldwell, 1984). Women no longer were viewed in just a support position, but rather as the initiators of decisions and the originators of action. Critical judge and initiator of conflict replaced the traditional roles of nurturer and peacemaker. Traits of personality, intelligence, confidence and assertiveness were now common adjectives for women in leadership positions.

Social interaction also was affected. It was difficult for some factions of society to view women as multi-faceted, with many aspects to their professional and personal lives (Griffin, 1999). The concept of equality at home, in the work place, in society, and in politics was beginning to take form, while various dimensions of these operations were being challenged. Stereotypical views of how women should act, behave and react were all under a new order of rules. The attributes of what makes a woman feminine were being meshed with the qualities that were required in the development of women into professions that were male dominated. Women were showing interest in entering the careers of medicine, law, and business management.

The role of coach and athletic administrator also entered the realm of possibility, as gender barriers were challenged due to feminism's influence.

Gender Barriers are Challenged: Feminism's Influence

The definition of what it is to be a female, and the characteristics that go with that designation, have played an important role in the development of women as leaders in society (Freeman, 1995). Although many years have gone by since Plato distinguished women as having lesser attributes than men (Okin, 1989), the notion of equality of physical dexterity (Henderson, 1988), intellectual skills (Bandy & Darden, 1999; Dewar, 1990), and emotional toughness (Henderson, 1988; Shavlik & Taylor, 1975) are still being challenged.

The Ability to Change Attitudes

Legislation such as affirmative action and the equal rights amendment offered further impetus and stimulation to a society that was already in a spin over the new type of woman who was emerging (McCarthy & Zent, 1982). However, laws alone tended to change the action and the penalties, but did not change behavior. Real change involved the ability to accept a concept or idea for its value, not because of a penalty involved. Acceptance or respect cannot be mandated, but opportunity can be.

But feminism was deeper than legislation. It had roots that were intertwined through all aspects of society. In reality, when people are born, they are placed in a sex category. Interaction with others throughout their lives is based on "doing gender" (West & Zimmerman, 1989). The supposed biological frailties of the female have continued to be recognized by society, in the way contrasted in this earlier reference: "The stature of the human female is less than that of the man. The bones

are lighter in the women and more fragile, the muscular development is inferior in women. The size of the brain of man grew with the progress of civilization, whereas that of a woman remained nearly stationary ” (Bandy & Darden, 1999, p. 207).

Health risk due to exercise and activity was the concern of the public. Women were told to be concerned about pelvic disorders, menstrual irregularities and their ability to bear children.

Beside the obvious physical concerns there were also psychological and emotional issues presumed to be affected by participation in sports (Henderson, 1988). Emotional strain and mental stress due to competition were issues that men were said to deal with, but that women could not. Men and women were expected to adhere to the normal conceptions or attitudes that were appropriate for one’s sex category. Women tended to be dependent for their survival on their male partners. This weakness was often perceived as a biological limitation (Henderson, 1988). Women were encouraged to behave in a certain manner with designated characteristics. They were to be delicate, fraught with emotions and the epitome of modesty. Attractiveness was a cherished quality that was appreciated by society, admired by men and envied by women (Bialeschki, 1990).

Gender is an important dimension of socialization for parents of all cultures throughout the world (Lips, 1995). Sex roles have established an identity for the individual and are part of everyday life (Acker, 1990). Control, action, emotion and meaning are patterned with distinctive features of male and female (Acker, 1990). Young women sometimes have their future determined for them. Corder and Stephan (1984) suggest that young women plan their future in two stages. The first is how

they will combine family and work roles, and the second is then a choice of an occupation. Prior to the civil war, women had many duties and few rights (Steil, 1994). But have things really changed that much?

Block (1984) suggests that boys develop wings, which facilitate leaving the nest and flying alone. Girls develop roots that anchor, stabilize and support their growth. Do the roots actually support growth or choke it off? Women, in order to accommodate their personal growth, have learned to foster it by developing the skill of multi-tasking (Hochschild, 1989). Task sharing is also a feature that has been introduced to off- set gender designated duties (Steil, 1992). But still today, over sixty percent of all household tasks are performed by women (Feree, 1991). Women tend to do more tasks on a daily basis than their male counterparts

The challenges for women that feminists brought out into the open would never again be hidden. Aspirations, dreams, and professional as well as personal goals were spoken, shared and defended by women in everyday encounters. Women did not have to be a member of a professional organization or a political action committee to experience the thrust that feminism had given their cause. The sense of liberation that the feminist movement developed nurtured the emancipation of women in the world of athletics. Feminism set the groundwork for women to take their newfound spirit and challenge the sport climate of male oriented activities, as well as leadership roles in the athletic management professions.

A Woman's Career Choices in Athletic Leadership

Women's advancement in athletics paralleled the feminist movement. The social position of women was an important consideration to understand the development of

career paths in athletic leadership. The link of strong mind and strong body for females was an association that was under recognized in the pre-feminist era.

The era of the sixties brought a new definition and meaning to feminism (Stanley & Wise, 1983) that was expanded way beyond the previous scope. Feminists believed that all should be treated equally, irrespective of gender, class or race. All had the right to have power over their destinies.

The power, however, did not give rise to women controlling their destinies in athletic leadership roles. Prior to 1970, women coached ninety percent of girls' sport teams. By 1998, that number was cut in half (Zeisler, 1998). The choice of women to select a career in the field of athletic leadership is a personal decision. The early decision of young girls to participate in athletics is impacted by comments of both children and adults that question their femininity (Freysinger, 1990). In adolescence girls are challenged, once again, by a balancing act between recognition of personal athletic ability and the desire to participate against the social pressures of assuming a more traditional role (Sharpe, 1994). Adult women continue to experience stereotyping due to the designated role of women as influenced by history and society (Griffin, 1999). Often the qualities and personality traits that facilitate a woman being successful in athletics are not viewed by some as being complimentary to their feminine image (Everhart, 1998). Webster defines choice as "a selection with care" (Webster's Collegiate Dictionary, 1998, p. 201). Indeed, the career choice of athletic leadership for women is not one that is pursued by the uncommitted female. Women make that decision knowing the arena in which the contest takes place is one that is

controlled by others (Knoppers, 1987). And yet, they choose to enter this male dominated domain.

In the sixties and early seventies, women who wanted to participate in athletics, as well as coaching and administration, entered with certain labels (Cockburn, 1991). Women who were interested in athletics received labels that challenged their femininity, as well as the strengths and abilities of their specific gender. These labels were prevalent in both the adult world as well as with the child. Women who made the career choice of athletic leadership may have been called jocks or, in some cases, lesbians (Griffin, 1999). But female children also carried the scarlet letter of tomboy. Men were given the innate characteristics of independence, mastery and competence, while women carried the banner of dependency and passivity (Kane, 1990). These stereotypical characteristics followed girls and women around like a shadow. It did not matter if they were covered in ability or knowledge or competency; the shadow of tomboy or jock or man-like always seemed to show through. This labeling caused women to be restricted in participation, coaching and athletic leadership roles. Some women tried to subdue the qualities of independence, achievement and autonomy and assume more of an interdependent role, rather than an independent one. In turn, young girls were nurtured to display their feminine traits and to subdue the skill, abilities and talents that they had in order to be accepted and, in fact, respected. A great indicator of athletic success is the ability to engage in the activity at an early age (Freysinger, 1990). Social norms sometimes prevented young girls and women from participating in athletic activities because such activities were deemed as inappropriate by society.

Leisure activities for young girls also were influenced by a vision of a feminine role model. A notion of what is correct or what is proper was exhibited in general play activities (Etaugh, 1983). Toys, games and activities for young girls reinforced this theory of propriety and the notion of what feminine behavior should look like. The toys, for the most part, reinforced the stereotypical descriptors of what it is to be a girl. By conforming to gender role expectations, girls restricted their potential because some activities had been designated as inappropriate. Once a young girl makes that decision, the potential for her athletic development is lost (Kane, 1990). There were designated appropriate ways for girls and women to play, to act, to choose a career or to be successful.

The new wave of feminism carried with it psychological research challenging the prior assumption that mental stability of women was too weak to sustain the pressures associated with athletic competition. Research indicated that women's prior opportunity to participate in athletics had less to do with ability and emotional status, and more to do with the limitations that were placed on them due to societal norms (McCrone, 1987).

There was another segment of society that also was affected by this sense of restriction. That category was wife and mother, descriptive of the adult woman faced with additional dilemmas (Kelly, 1982). Women were torn between the interest and ability in athletics that they wanted to nourish, and the personal commitments associated with being a wife and a mother. How did one choose between a career path to coach and the responsibility to put dinner on the table, chauffeur the children to activities and be at a six o'clock dinner engagement with her husband's boss and his wife? Was she selfish if she made the wrong choice? Was she unorganized if she could not do it all? Why should she even have a choice?

Gilligan (1982) states that women tend to be other-centered. Therefore, their choices are made from another's reference point. Moral dilemmas compound the

decision process of whether a woman should pursue and develop her own interest and ability or to nurture the needs of her family. What results is a feeling of guilt in two domains: 1) cutting her family short of what a mother and wife should do, and 2) a sense of letting one's self down. Women also may have felt a void, or emptiness in self, for not having the drive or the decisiveness to pursue their dreams. Shank (1986) explored the obligations of women with families and careers and found that these women place so many demands on themselves that there is a sense of guilt in trying to balance family duties and personal responsibilities. Therefore, they often deny themselves a personal interest that they want to pursue for the greater good of the family. One cannot underestimate this role conflict that women feel when trying to make the decision to play or not to play.

A woman's sense of fluidity dominates her combination of career and family (Freysinger, 1990). The combination of physical commitment, as well as the emotional and psychological bonds, are confusing to women as they seek to balance their careers and their families. Support systems are not in place at home or in the work place to provide needed help to women in athletic leadership. In fact, because of the small number of women involved in athletic leadership, there are only a few role models, and they provide a limited vision of the total picture of women in athletic leadership to the questioning public.

The impact that the feminist movement had on the attitude of athletic women was extensive. Prior to the outspoken voice of those involved in feminism, women who were involved in athletics were true pioneers. They forged their way and fought personal battles of character insults, as well as challenges to their femininity and ability. The feminist movement opened up the doors to the girl next door, the wife of the executive, and the mother of two to take the challenge to become involved in athletics. It was not so much the notion that "I can do it all," but rather "I can do this." This period gave women the incentive and courage to play on a team, go for

that coaching position, demand equal practice facilities. Yes, dinner might not be on the table, and dad may be driving the kids to the library to work on an assignment, but the door was starting to open. Feminism also started to cut down the barriers of stereotyping women who were involved in athletics. There was not a single mold for all women having an interest in athletics. Feminism gave women the opportunity to at least get into the game.

Yes, women did get into the game, but it was not the same game in which their male counterparts were playing. The women's games tended to be held in poorly lighted gyms, with hand-me down equipment and no budget. Women's game times, practice facilities, pay for the coaches and opportunities for the athletes were all of a lesser quality than for the male athletes and coaches. But the women were all happy to be there. Women coached the majority of all girls' teams in both the interscholastic and intercollegiate ranks (Carpenter, 1992). Women were not receiving the same salaries as the men, but they were there on the courts, in the gymnasiums and on the fields. They were competent; they were in charge, and they were enjoying their profession. But, they were operating in an inferior position.

The feminist banner did not wave with the same exuberance for athletics as for other social areas. In fact, athletic and recreational issues had less opportunities for change than other social issues in the feminist arena. This sense of loss of power that was demonstrated when one group sets priorities for the remainder of society was beginning to be experienced by women in athletics (Ingram & Nupp, 1982). The sense of oppression that women felt in one aspect of society could not be negated or diminished by another aspect of society starting to get ahead. Indeed, the factors of self-confidence, assertiveness and competence were characteristics that many aspects of society valued and were the building blocks of athletic participation. These qualities were developed and nurtured for women who were involved in athletic leadership roles. Women began to feel this sense of liberation, not just on social

issues, but in the ability to pursue one's dreams and aspirations. Athletic involvement was an instrument in which this could be accomplished.

I have long believed that physical fitness is the key to women's emancipation... In marathon races, martial arts, or basketball, women are showing that they are not quitters, nor creatures of inferior potential. (Connolly, 1979, p. 215)

Sports offer women the opportunity to develop a sense of self-definition or self-determination (Hargreaves, 1994; Heide, 1978). Athletic participation offers women the opportunity to grow, to create a vision and to make that vision come true. This transformation can facilitate growth in the home, in the work place and in all aspects of society. "The woman who is competent in physical activities not only challenges the myth of female frailty but also the illusion of male supremacy. Women pose a challenge to male domination because they do not organize their lives around male protection and male admiration" (Bialeschki, 1990, p. 47).

The connection between feminism and women in athletic leadership is one that is linked hand in hand, if for the moment. It is like a six-year-old boy and girl who are forced to hold hands to play red rover. They must hold hands to form a strong chain to keep others from breaking the links, and yet after the game is over they drop hands quickly and continue on their own way. We cannot overlook the impact that the feminist movement has had on women in athletic leadership, but the journey continues.

Social and political change may affect the climate of a society, but regulations and laws add substance to the movement toward equality. A society may feel the moral obligation that a specific segment of the population is not being treated fairly, but until there is a penalty that is associated with the transgression, action change

does not take place. Societal change cannot be mandated by a government, but it can certainly make a population take notice of a change in expectations, as the Title IX legislation reveals.

Title IX: The Two Edged Sword

On June 23, 1972, Title IX passed and changed the future of women's athletics. The bill reads, "No person in the United States shall, on the basis of sex, be excluded from participating in, or be subjected to discrimination under any educational program or activity receiving Federal assistance" (Title IX Toolbox, 1992; Federal Regulation 71413). In general, what Title IX mandated was that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person or otherwise be discriminated against in any interscholastic club or intramural athletics offered by a recipient, and no recipient shall provide athletics separately on such basis (Title IX Toolbox, 1992).

The Title IX law covered many aspects of sports. Separate teams, equal opportunity, employment, recruitment and compensation were all aspects affected by Title IX. Now the law required that schools sponsor separate teams for members of each sex and that selection for these teams was to be based on competitive skill. If no comparable sports were offered for girls, they would be permitted to try out for the boy's team. The law brought girls into the domain of male only sports and offered an opportunity for those women to showcase their talents and skills who previously had no forum to exhibit their interests.

The equal opportunity section of Title IX spelled out in specific language provisions for equipment, scheduling of games and practice times, travel and the

ability for girls to be coached and receive academic tutoring. This was a great benefit to the female student athlete. The female athlete now had equal facilities and equipment with game times scheduled in order to showcase their skills and talents and to build a base of supportive fans.

The employment and compensation segment addressed the need for academic institutions to act in a non-discriminatory manner in the application, hiring and monetary compensation package offered coaches of girls' sports. Compensation was a key element in women's athletics that gave equal importance to the coaches of girls' sports. Under Title IX, institutions could not make distinctions in rates of pay based on gender. Equal payment of wages to one sex must be commensurate with the other for equal skill, effort, and the responsibility for services. The concepts of opportunity and compensation are elements that have had a direct impact on the focus of my research.

It has been over thirty years since Title IX was passed. Since 1972 the opportunities for girls and young women to participate in athletics have improved by great numbers in both the interscholastic and the intercollegiate ranks. Girls still are involved in the traditional sports that were pre Title IX, such as basketball and softball, but today the opportunities for female student athletes have no limitations. It is not uncommon to read of girl football players or wrestlers, or of a girl pitcher in minor league baseball. But as swift as the improvement has been for the female athletes, the number of women athletic administrators and coaches visible in the high school and college arenas consistently is diminishing. In 1972, girls' teams were predominantly coached by women. In the college arena, as well as in the

interscholastic world, most girls' athletic teams were, indeed, coached by women (Carpenter, 1992). Young women were being coached by women in most venues. Today, the majority of teams at the collegiate and the interscholastic levels are coached by males.

The number of women involved in athletic administration also has not demonstrated the growth of their sister student athletes. Before Title IX, less than 300,000 women participated in athletics nationally. Today, over 2.25 million women are involved in athletics (Acosta & Carpenter, 1992). The national marketability of women in sports has increased each year. Advertising agencies have flocked to women athletes to sell their products. But the exposure of the female athletic administrator or coach has remained in the wings. The perception of the female athlete has changed, but the role of the female coach has remained dormant. One certainly can name three women athletes in today's society. But how many could name two successful women coaches? When society views successful women in athletics, do they ever see their coach? With the ever-increasing number of girls that have sport experience, why are the numbers in coaching continuing to shrink? With monetary compensation packages now equal as a result of Title IX, why are more women not attracted to these careers in athletic leadership? The pay today is more than ever, but in large numbers women coaches are not on the fields or on the courts.

In 1992, an associate vice chancellor of a major university stated, "However well intentioned people are, however well you think things are going, the fact is there are very large, complicated programs, still run largely by white, middle-aged males" (N.C.A.A. News, 1997). The statistics speak for themselves in the college arena. In

1972, prior to Title IX, women coached more than ninety percent of women's teams. Today, thirty years after Title IX, less than forty-seven percent of the coaches of women's teams are coached by women. More than ninety-nine percent of men's teams are coached by men. In 1972, women headed more than ninety percent of women's programs. In 1992, female athletic administrators directed only sixteen percent of the sports programs (National Association of Intercollegiate Athletics Survey, 1992).

The trend of women's involvement in athletic administration and coaching is not geographical in nature, but is a pervasive concern in today's world. A study done at Bowling Green University indicated that the number of women coaching in high school sports has dropped by two-thirds over the last fifteen years, and that now only one out of every three girls' teams is now coached by a woman (Acosta & Carpenter, 1992). In New York City's Public Schools, eighteen of the twenty-one girls' basketball teams are now coached by men (Brunnemer, 2002).

In Torrence, California the teachers' union filed a grievance contending that the school district violated an affirmative action policy by failing to recruit more women into the coaching positions (Zeisler, 1998). At the time of the complaint, 142 of the 158 coaching positions were filled by men. Other administrators across the country expressed some of the same concerns. The superintendent of schools in Centinela Valley, California was appointed the first woman assistant superintendent in charge of athletics. The superintendent stated, "There has got to be equality of women in sports. I don't know how the situation got that way, but it can't stay that way" (Zeisler, 1998, p. 7). The absence of women in the coaching ranks raises some

important questions about opportunity, qualities, mentors, support systems, leadership style and fortitude. Even today, Title IX is challenged and debated. A commission appointed by President George Bush, has been organized to investigate and make recommendations to the federal law that forbids sex discrimination at schools and universities receiving federal aid (Brady, 2002). The commission will address the underlying regulations of Title IX and how they apply to college sports. The idea of a change in the law that has done so much for women sports has the attention of both males and females alike.

Importance of the Research

Can one envision an interscholastic or intercollegiate girls' athletic program with no female coaches? Could this become a reality? The continuing trend of a lack of female athletic leaders, which started in 1972, may continue a downward spiral until women athletic leaders go the way of an endangered species. What experiences influenced women to enter the profession of athletic leadership? What experiences keep them there or send them seeking other professional arenas?

Many studies have sought the reasons why groups of women have stayed or fled from athletic leadership roles. What these studies have overlooked is the personal history, journey, commitment and resolution that each individual woman has experienced in her path to athletic leadership. This sculpting of a woman into an athletic leader is not constructed on a superficial connection to the world of sport. It involves the framework on which the interest is built, the challenges to femininity, the maintenance of the feminine image, the assaults on knowledge and ability, the challenge to commitment, the differentiation of the role of family and the balance of a

career. The reasons why one chooses to enter this domain are, therefore, as diverse as the factors that make one leave. How the personal history and life experiences of women in athletic leadership have affected the acceptance or rejection of present athletic leadership roles is the focus of this research.

Since Title IX was passed in 1972, the number of women coaches and athletic administrators continues to diminish. The importance of uncovering why these talented women leave, or in some cases why they have chosen to stay, provides a framework in which women can be educated, encouraged, mentored and trained to possess the tools to enable them to assume the role as an athletic leader more successfully.

Interpretive biography is the instrument by which one listens to individuals reflecting on a world that they have experienced (Denzin, 1986a; Mills, 1959). An individual, therefore, does not direct society, but rather by way of mediation of the social context, directs their actions as social agents to establish their world (Bertaux, 1981a). Therefore, each life experience in the form of a story, contributes to the total understanding of a given social network (Bertaux, 1981a). Each personal account expresses a critical reading of a situation in life that is constructed by a biographical experience (Erben, 1996, 1998; Gagnon, 1979, 1980).

To view the whole rather than what makes up the parts seems to be a factor that confuses the dilemma. Why is it when women were paid less, had less career esteem, utilized inferior equipment and fought for everything that they had, there were more women in athletic leadership roles? The fight for equality and opportunity brought rewards. However, these rewards did not serve as a continual source of nourishment

for women to assume athletic leadership roles. Why has this thirst for participation not continued to feed women's interest in leadership opportunities?

The voices of individuals provide the medium of this research. In listening to the individual stories of the participants, one will be able to understand the development of women in athletic leadership. We do create our world by the experiences we have through life and how we react and adjust to the way in which these experiences of life play out. We cannot separate the voices of the individuals from their interaction and reaction to the world around them. The interplay that takes place between the participant and family, friends, colleagues, students, teachers, and societal context can offer important insights into their personal epiphanies. There is no clear window into the experiences of a person. In fact that window is always filtered with language, signs and historical significances (Denzin, 1986a; Derrida, 1972), and that is what this study attempts to understand.

Organization of the Journey

Chapter 1 sets the stage for my research. The problem of decreasing representation of women in coaching and athletic administration is brought to light through anecdotal as well as empirical evidence. The research question as well as sub questions are stated in this chapter, with a brief connection to the methodology that guides the study. In Chapter 2, the review of literature centers on the metaphor of a journey with all the preparation that is necessary to accommodate a trip. Mapping, barriers, and road conditions are paralleled to the process of development of women in athletic leadership and how those factors affect the quality of the journey. Chapter 3 describes the research methodology. Foundation, grounding, characteristics of the

methodology, as well as appropriateness to the research question, are all addressed in this chapter. Interview protocol, participant selection, analysis procedures, and veracity statements are elaborated on in this chapter as well. Chapter 4 brings forth the narratives of the four participants in this study as interpretations are made with regard to entering, staying or leaving athletic leadership positions. Chapter 5 deepens the analysis in relation to factors contributing to these choices. It also makes recommendations for ways in which women in athletic leadership might be encouraged, prepared for, and supported.

In order to understand the journey of women in athletic leadership, one must research the historical as well as the societal contexts that influenced these experiences. Philosophers as well as politicians had a part to play in the development of women in the athletic arena. Parents and siblings, religions and governments, societies and cultures, and the personal maturation of women themselves, all affected the manner in which women assimilated into their new roles. The next chapter continues this exploration.

CHAPTER 2:

REVIEW OF LITERATURE

A Diverse Journey

The history of women in athletic leadership roles takes on multiple dimensions throughout their athletic journey, involving travel through diverse paths. All of these paths provide meaningful experiences for women to reach their goals and to have the opportunity for athletic leadership. Nelson (1996) states in her acceptance speech for receiving the Guiding Woman Award from the National Association for Girls and Women's Sports: "Leadership starts early. You never know when someone is looking."

Using the metaphor of journey, one must view all the players in the experience of the trip. What initiated the need for the trip? How much of it could be mapped out? What detours presented themselves for which one had no warning signs? The political aspects of the journey, as well, cannot be overlooked. The impact of laws and their affect on the actions and interactions of women, as well as men, in the athletic world cannot be disregarded. There were barriers and blockades in the road that women dealt with in the past and continue to deal with in the journeys that are traveled today. Finally, the obligation of women, themselves, to take ownership for the trip is a necessary component in bringing about change so they can pave new ways. Women must learn to become their own navigators, to do their own repair work on roads that need improvement, as well as to take responsibility to develop short cuts and expressways for others who follow.

This chapter reviews the literature with regard to setting the historical stage for the involvement of women in the athletic world, legislative issues that have impacted the opportunities for women in athletic leadership roles, and the role that mentorship serves in professional development. The review is inclusive of the decades represented in the study, the 60s, 70s, 80s, and 90s.

Mapping out the Trip

The decline of women in athletic leadership roles as coaches, or athletic administrators in high school as well as collegiate arenas, has taken a downward spiral for the past twenty-five years. Acosta and Carpenter (1992) share that in 1972, women coached ninety percent of women's collegiate teams. In 1990, females now coach only forty-seven percent of those teams. Greenberg (1984) states that the goal of the NCAA was to admit more women into athletic leadership positions. They wanted to guarantee minimum representation to lead programs and gain experience. This goal was never attained. Wilkerson and Schneider (1991) share the same dismal picture on the high school athletic scene, in reporting that six percent of the high school athletic directors in the state of Illinois were female, and that twenty-five percent of the girls' athletic teams are now coached by women. In Oregon, males coach one hundred percent of the male teams and eight-six percent of the female teams (Sisley, 1989). These results are consistent with similar statistics in states such as Florida, Wisconsin, Iowa, Nebraska, Ohio, Virginia and Colorado (True, 1986). Statistics really have not changed much in the past fifteen years. Nationally, only about 11 percent of athletic administration positions at all levels are held by women (Charley, 1999). Women represent only 45 percent of the coaches of women's teams in the NCAA in the year 2000 (Acosta & Carpenter, 2000; Suggs, 2000b). Sagas (2002) states that the number of female head coaches in women's sports is at the lowest level in history, down from 90 percent in 1972 to a current level of 45 percent.

According to Eitzen (1989), female participation in athletics has exploded. In 1970, 294,000 female students participated in athletics across the United States. In 1986, that number had already grown to 1.8 million. But as the number of participants continues to increase, the number of women involved in leadership roles continues to decrease. Today we have the largest pool of women athletes to draw from and yet there is a drastic reduction in the numbers of women who are going into coaching

(George, 1988). Patera (1986) suggests that women coaches are now an endangered species. Why is it that in 1972, women coached 100 percent of the girls' teams in Wisconsin, and in 1982 less than 45 percent of those teams now have women in leadership roles (Eitzen, 1989). There has been some type of disconnect in the leadership chain from present athletes to future coaches (George, 1988).

Delano (1990) suggests that three specific factors impact a woman's choice to participate in athletic leadership. The first factor is one that involves the macro structural or ideological level. This factor is how society views women and their role in athletics. Delano considers the impact of societal barriers such as racism, sexism and classism as catalysts that have a negative affect upon the acceptance of women in athletics. Society requires a positive attitude, as well as social interaction to change, and this is a slow process.

The second factor is a micro structural one, involving the professional preparation of persons in a society for a role that they would like to assume, a profession that they would like to enter (Delaney, 1990). Delano (1990) believes that females are viewed with perceived inadequacies when it comes to athletics. Women are perceived to have less technical expertise; therefore, either they do not apply or they are overlooked by male athletic administrators when seeking to fill athletic coaching positions. Hasbrook (1988), however, indicates that women, indeed, do have the experience and qualifications to do the job. In fact she states that women in athletics tend to be more qualified to coach than their male counterparts based on experience in the sport, degrees in Physical Education and teaching experience. Women also have significantly more playing experience at the high school, as well as collegiate levels, than similar males applying for the position. Even in youth sports this seems to be an issue. The lack of perceived coaching ability is inhibiting women from entering the youth coaching sports program (Weiss & Sisley, 1984). The story seems to be the same even if the level of competition is different.

The third factor that has impacted the numbers of women in coaching is the individual's perception of self (Delano, 1990). This factor cannot blame society or professional preparation for the lack of women in coaching and administration, as it can be enhanced or improved by one's self. It is up to the individual to create a mindset that she has the qualifications; she will pursue the opportunity and she can be successful at the job. This element, however, is closely entwined with the perceptions of self learned in one's social context.

Weiss and Stevens (1993) suggest that a psychological approach might be a way to deconstruct women's motivation to enter coaching, as well as offer an explanation why they leave. The first factor has historical roots. Women physical educators fulfilled the first wave of demand. These women coached many sports, and as the job became too demanding, they started to lose the desire to coach. Even at the college level, women coaches burn out at a higher rate than their male counterparts (Caccesse & Mayerberg, 1984). In fact, stress in one's personal life coupled with professional stress, hastens burn-out (Bucher, 1987). The second reason why fewer women are choosing an athletic leadership position may be because there are fewer female role models in everyday life experiences. The career choice of coach or administrator for a female athlete does not look real (Acosta & Carpenter, 1985, 1998). A third factor has a sociological foundation. Women in athletics are different than their male counterparts (Knoppers, 1987). They have different opportunities, work environments and resources than male coaches. Different usually equates to inadequate. A final factor is that women tend to need to be invited to join the ranks of athletic leadership (Hart, 1986). Women are more prone to seek a position and stimulate their competitive spirit if asked by another to do so. Women may have multiple barriers. Not only do they acquiesce to males, but they also lack support from other females (George, 1988). It is the obligation of women in athletic leadership to help others (Hudson & Vance, 1983).

Women may look to the reasons why they decided to get into coaching to validate their course or direction. Athletic leadership provides women with the opportunity to demonstrate decisiveness, authority, strength, courage and self assurance (Crawshaw, 1990). Women can give themselves permission to lead (Nelson, 1996). Coaching involves a personal commitment that evokes psychological attachment and satisfaction that is reflected in the benefits and costs to the individual (Raedke, 2002). Women can be encouraged to define athletic leadership for themselves and a sense of victory and success as it relates to their involvement (Nelson, 1996, 1999).

Everhart (1998) states that women become involved in coaching for a variety of reasons. The first reason is for self-efficacy, the need or ability to take risks and challenges in order to be able to execute the task. The individual must know how to assess her talents and skills and to choose a career option that she will both enjoy and be successful at. Women must be able to evaluate if they can they can do the job.

The second reason why women choose to go into coaching is the valence issue. The personal satisfaction that women need and value is an important factor in success. The higher the value, the more personal pressure a woman is willing to exert; therefore, the greater value, she will place on that career choice. When the value decreases, so does the need for the career (Aker, 1990).

The third factor in the decision to become a coach is that of barriers. A woman chooses coaching because she believes that the barriers are not insurmountable. Women view such barriers as sexual harassment, role conflict and economic inequities as challenges that they must confront. This barrier crossing aspect that women accept in coaching and administration roles is often the factor that also plays a role in their demise. When the barriers become larger than the efficacy and the valence, a decision is made to seek a new career, or at least to step down from the current one.

Everhart and Chelladurai (1998) discuss the additional roadblocks that women in athletic leadership face. Lack of supervisory support and lack of acceptance by both players and other coaches are challenges that face women on courts and fields each day. Lack of support by women who are their own peers is an issue that female coaches continue to respond to in all aspects of coaching. In some respects, women are trying so hard to compete with their male counterparts, they are not offering the support to their fellow female coaches when they need it (Sandoz & Winans, 1999).

Behavioral Traits Affect the Trip

Acosta and Carpenter (1992) offer their own suggestions why women are leaving the coaching ranks. They suggest that “the old boys’ club” is still alive and well and remains a challenge for women to infiltrate, let alone be accepted. They also add that the “the old girls’ club” has not established itself, and that there is no real support system for female coaches. Athletic administrators are, in most cases, the individuals that do the hiring and firing. Most athletic directors are males; therefore, their perspective of qualifications and success in programs may involve a different evaluation criterion.

Are there behavioral differences in what makes a coach successful? Could men be behaviorally more qualified than women? Knoppers (1987) emphasizes that work behavior differences are present in men and women coaches. Males have more opportunities to coach presented to them, and more autonomy in their coaching positions; whereas, females are viewed as tokens, rather than a vital part of the coaching team. Eitzen and Pratt (1989) state that as women athletes increase, men have gained control over the coaching ranks. It seems as though the more responsible the coaching position is, the more likely that men are being placed in that position.

Eitzen and Pratt (1989) investigated whether in fact coaching behaviors for men and women were different. They looked at such behaviors as development of the athlete’s abilities, essential elements for winning, team rules, sport aphorisms and

coaches' expectations in order to evaluate behavioral differences. Indeed, both male and female coaches share behavioral expectations. All coaches seemed to be very traditional in their expectations of self and the athletes they coach. However, there was a sense that women coaches seemed to be more threatened by their position and less secure. They experience a need to prove worthiness, not only by winning, but also by portraying all the traditional mannerisms that coaches portray. They felt that parents, administrators, colleagues and students perceived them as being weak unless they displayed typical coaching demeanor. Everhart (1998) shares that a coach's gender does influence the players in their selection of persons they desire to have coach them. When female and male coaches have the same win loss records, female athletes will choose the male coach. Male coaches are perceived to be more knowledgeable. Society still does not accept women coaches as readily as they do men (True, 1986). The shift from female to male leadership has been fueled by need, notoriety, equality of compensation and prestige (George, 1988). Opportunity, in turn, is affected.

So why do women leave the coaching field, and where are they going? Before 1970, the majority of girls' sports coaches were female physical educators (Acosta & Carpenter, 1990). There was a connection there between the coaches and the girls' sports. If the physical education teacher did not provide the sport opportunity for the girls, they did not have it. The emphasis was on satisfaction with one's effort, friendship and bonding with others (Acosta & Carpenter, 1990). Winning was not the focus of the experience.

Since 1972, youth sports have increased in astounding numbers. Everhart (1998) credits youth sports, recreational sports, interscholastic and intercollegiate sports, and international sports with providing more opportunities for females to be involved in athletics than ever before. There is no doubt that the biggest pool of candidates for coaching comes from the athletes who participate. So why are the female coaching

numbers so low? Weiss and Stevens (1994) offer an answer to this question. They state that many opportunities have been opened up to women as a result of their experience in athletics. Therefore, young women who were athletes are accepting positions in higher paying jobs than education that do not provide the flexibility to coach. The traditional model of physical educator, or at least teacher coach, is no longer available.

Acosta and Carpenter (1990) suggest other factors that may cause women to leave the coaching ranks. Women still have many diverse responsibilities. This untraditional role as coach still is paired up with traditional roles of wife and mother. Along with additional roles come additional responsibilities (Summerfield, 1990). Time constraints and extra duties enter into the picture from both the household and coaching arenas. Unconscious and conscious discrimination in hiring practices is a concern that women face when interviewing for a job, as well as maintaining the status of coach. Threats of discrimination in the form of non-acceptance or stereotyping also take place (Steil & Whitcomb, 1992). Women who are homosexual often are not given the opportunity to interview or coach because of their sexual preference. "Coaches read the ugly graffiti scrawled across the locker room wall, and wonder everyday, who the author was" (Griffin, 1999, p. 53). Women who are heterosexual many times are challenged in their femininity because of their expertise and interest in sports (Griffin, 1999). Female coaches often feel that no matter who they are they are not the right person for the job (Silverman, 1976). Messages like the following are haunting echoes in their coaching lives: Be a girl, act like a girl, not qualified, not tough enough, too easy, not a winner, act like a guy, not a role model, threaten men coaches, worry parents, too much baggage (Trepanier & Romatowshi, 1985). So who is the right person?

Opportunities for the right person were broadened by the passage of Title IX legislation that expanded the scope of possibilities for women's advancement in the

world of athletics (44 Fed. Reg.71413, 1972). The potential for athletic opportunities for female athletes began to gain speed, but were the opportunities for women in athletic leadership shifting to neutral or even reverse? A look at the legislation and its concomitant consequences provides some answers here.

Title IX: Barrier or Expressway?

On June 23, 1972, Congress passed a law that would change the course of history for women in athletics (Title IX, 44 Fed.Reg.71413, 1972). Title IX was created to provide opportunities for women in all educational programs, especially in the areas of mathematics and science, but in 1975, the law took on new dimensions when it was extended to athletics (Brunnemer, 2002). The impact of the law on athletics was materialized in three basic arenas. Participation addressed the opportunity that should be provided for women to enter athletic activities. Scholarship availability for women in athletics was to be in proportion to their male counterparts. Finally, benefits included equal access to equipment, supplies, facilities and coaching. Title IX included the rights of the female students as well as the rights of the employees that coached them (Taylor, 1975).

Challenges to Title IX

In the early stages of Title IX, educational institutions complied in a voluntary manner to the stipulations of the law. But in 1975, federally funded institutions were mandated to perform a self-study to evaluate if they were in compliance (Durrant, 1992). Although the wheels were put in motion to implement the regulations in Title IX, this did not hamper the states in their attempts to challenge this law. In 1974, the first complaint was filed in reference to Title IX, by students against the University of Minnesota for inequities to women in the educational program and the athletic program (Parkhouse & Lapin, 1980). The NCAA also entered the legal battle in an attempt to invalidate the mandates of the law (Berry & Wong, 1986). The challenge was that the law with respect to federal financial assistance should address only the

specific program and should not encompass all programs at the institution. This decision was put to rest finally in the *Grove City vs. Bell Case* (1984). The courts ruled that only programs receiving direct federal assistance are under the jurisdiction of Title IX. The early 80s brought difficult times for Title IX. Because of the *Grove City* ruling, funding and equity issues were not addressed. There was a lack of federal enforcement, and many structural changes within educational institutions were taking place that did not include female leadership (Fox, 1992). The Civil Rights Restoration Act of 1988 restored the intent of Title IX and provided the needed boost for implementation and supervision of the mandates (Fox, 1992).

Legislation, however, proved to be a vital factor in that it provided the vehicle to empower people. It translated the idea of equality and gave it life in a situational context (Durrant, 1992). Men primarily held the power in athletics. Title IX gave women involved in athletics a type of equalizer to gain entry into activities in which there were limited opportunities.

The participation of girls in athletics has increased tremendously since the adoption of Title IX. Today, one in three girls participates in high school athletics (Bruennemer, 2002). Liz Hernandez, member of the United States gold medal Olympic softball team shares, "Title IX opened up a whole new world of athletic opportunity for women athletes who especially play in the lower profile sports" (Brunnemer, 2002, p. 7). But the number of women, who are coaching role models in high school, as well as college female coaches, continues to diminish. Since Title IX, men have dominated the coaching profession for both men's and women's teams. If there is an opportunity for either sex to apply for a position, women traditionally have been locked out of the position (Ott, 1999). Carpenter (2001) states in the *NCAA News* (no pagination), "In one way it's the success of Title IX that has produced fewer female coaches. The function of Title IX was to give women more

opportunities, and now young women have so many more job options available to them.”

Attitudes still differ on the competence of male and female coaches. Donna Lopiano, Executive Director of the Women’s Sport Foundation suggests the answer is not in hiring more women coaches, but to break up the closed shop of men’s teams (Carpenter, 2001). Sex bias and stereotyping is an explanation for the decrease in athletic leadership opportunities for women (Hart, Hasbrook, & Mathes, 1986). By age seven, stereotyping in sport performance already has manifested itself in gender discrimination (Bird & Williams, 1980). Individuals who have encountered many and different role models are more likely to be different from one another in their attitudes and behaviors (Parkhouse & Williams, 1988). According to Hoferek (1982), the loss of women role models in the decision making process has serious implications for the socialization of sport. Exposure is not enough to eliminate sex bias; involvement with female coaches is necessary (Parkhouse & Williams, 1988).

Societal Norms Impact Title IX

The concept of coaching is a human enterprise and society will benefit from skills of both men and women (Ott, 1999). Studies have indicated that players evaluate women coaches with the same win/loss record, knowledge and success history less favorably than the males (Mischel, 1974). It has been perpetuated that women coaches have lower status and are less competent than men (Eagly & Wood, 1982). The status of a coach is influenced by perceptions and expectations (Parkhouse & Williams, 1988). Anna Marie Rogers, Associate Athletic Director at the University of Florida shares, if you have a bad experience with a woman coach, the experience will translate to the idea that all women coaches are bad. If a male coach is not effective, another one will be hired to replace him (Carpenter, 2001).

Some sports are designated to be more masculine, such as basketball, and tend to be associated with men coaches. Sports such as tennis are considered to be gender

neutral, and it is acceptable by society for them to be coached by a female (Bird & Williams, 1980). Deaux (1984) suggests that gender discrimination may be influenced by individual choices as well as situational pressures. Competence and ranking of an individual may emerge from status characteristics as well as individual evaluations of the person's attributes (Berger, Rosenholtz & Zelditch, 1980).

Gender analysis may be a bias that emanates from less competency and lower status (Barrett, 1988; Lockhead & Hall, 1976). Women, themselves, tend to evaluate fellow women coaches in a less competent manner (Peck, 1978). Women are viewed as less knowledgeable, less able to motivate, less likely to achieve success and less desirable to play for (Parkhouse & Williams, 1986). Females exhibit stronger bias against other women when they are members of an un-traditional occupation (Goldberg, 1968; Hudson & Valence, 1983). Women cannot expect an unbiased evaluation from men until they, too, become unbiased (Acker, 1990; Parkhouse & Williams, 1988).

The recent World Cup victory of the United States Women's Soccer team brought a heightened awareness to the prominence of women in sport. In fact President Clinton referred to the team as daughters of Title IX (Wells, 1999). Title IX has opened up many doors for female athletes, but has narrowed the opening for female coaches and administrators. It has served as an expressway for women to gain prominence in the athletic world. Pat Schroeder (1999), a former Congresswoman from Colorado, shares that many considered it a wacko feminist idea. The "jockocracy" hated it and said it was a frivolous waste of taxpayer money. Women were too weak and too delicate to perform. Today, seventy-nine per cent of adults polled said that they approve of Title IX (Suggs, 2000a). In fact, seventy-six percent agreed that cutting back on men's teams to establish equality of program was appropriate (Suggs, 2000b).

Recent discussion centers on collegiate programs having to be cut by Title IX mandates. However, in the Division I intercollegiate institutions, men's basketball and football consume seventy-three percent of the total men's sport budget (Wells, 1999). Some of the gate receipts do support other programs, but sixty-two percent of Division I football programs in the college ranks have a deficit, rather than a surplus, as a result of football in their budgets. Title IX is not bleeding their program dry, but the manner in which funds are appropriated might be. High school programs also may feel the "Title IX pinch." Again, the allocations are more talk than truth. Pat Schroeder in a speech given in 1999, recalls a story from her congresswoman days when she visited a Denver high school. She says, "I remember a basketball coach stopped his teams' play and asked them to show me what they thought of Title IX, and they all mooned me."

The opportunities are there in varying amounts for playing, officiating, coaching, and administering (Fox, 1992). But advantages and disadvantages still are present in the road to achieving the goals set forth by Title IX. The advantages of high caliber athletic programs for girls to participate in, qualified coaches with equal pay, competitive schedules, media recognition, scholarships, adequate facilities and prestige in the program are all outcomes of Title IX (Fox, 1992). However, the disadvantages of Title IX still need to be addressed such as the following: the adversarial relationship of male and female coaches, insufficient support of programs, the pressure to run women's programs just like the men's, and the insufficient number of women who are presently coaching and serve as role models for our present female athletes.

Discrimination is still evident in the athletic programs across the country at all levels. Subtle discrimination, as well as blatant events, still occur. Attendance at girls' games, women not included in the networking process, married women and women with children being denied coaching positions, resentment of men because of

successful women's programs, and the old boys' network are blockades that still exist (Fox, 1992).

Title IX did provide an expressway for females to enter the male dominated athletic domain. However, under construction signs are still mounted along the side of the road. Whether the road to Title IX acceptance will ever be completed is up to the society it serves. Women in athletic leadership roles did not receive the same boost from Title IX that the female athletes received. Although opportunities and salaries for coaches went up, the number of women who are now in the coaching ranks continues to take a downward spiral. The road conditions are improved, but the amount of female drivers on the road is becoming limited.

Journey Conditions

Title IX created the ways and means for females to enter athletics. In fact, 2001 marks the twelfth consecutive year that there is an increase in the participation of females in the interscholastic athletic program. According to the National Federation of High Schools Association, there was an increase of 60,662 female participants in high school athletic programs (Gillis, 2001). Unfortunately, the trend in the numbers of women coaches in the high school and college ranks continues to take a downward spiral. According to Suggs (2000a), there has never been a better time to be a female athlete in college sports, but there has never been a worse time to be a coach.

Opportunities Increase: Women Coaches Decrease

Women represent forty-five percent of the college coaching jobs of women's teams in the NCAA (Acosta & Carpenter, 1998). Of the five hundred and thirty-four head coaching jobs created in the women college coaching ranks since 1998, eighty percent of them have been filled by men (Suggs, 2000b).

Statistics at the high school level paint the same picture (Acosta & Carpenter, 1998; Suggs, 2000b; True, 1983, 1986). Numerous studies in a variety of states have reflected the same data. Pastore and Whiddon (1983) examined the state of Florida,

and found that since 1972 when one hundred percent of the female teams were coached by women, the figure has now dropped to forty-seven percent. States such as Illinois (Cheseboro, 1985), Ohio (True, 1986), Wisconsin (Hart, Hasbrook & Mathes, 1986), and Colorado (Schafer, 1987) all have demonstrated the same declining trend. Virginia experienced a two hundred and seventy-one percent increase in the amount of female athletes since the inception of Title IX, but the number of female coaches dropped from eighty percent to forty-three percent (Bunker, Hershman & Tutwiler, 1990). Even the traditional strongholds of girls' sports--field hockey, gymnastics and volleyball--showed a sixteen percent drop in female coaches (Bunker, Hershman & Tutwiler, 2000). Women also are not a part of the coaching staffs of boys' teams. Out of the eight thousand male coaches of interscholastic sports in the state of Virginia, less than two percent of them are female (Bunker, Hershman & Tutwiler, 2000). Women coaches are becoming a minority in the world of high school interscholastic athletic programs (Hart, Hasbrook & Mathes, 1986).

Athletic directors respond by saying that when jobs are advertised, women do not apply (Suggs, 2000a). Howes (2000) states that in the collegiate arena, thirty-five per cent of male assistant coaches at sometime had applied for a head coaching position, while only fifteen per cent of the women's assistant coaches had chosen this career path. Women assistant coaches may not want the added responsibility and stress, or they may be loyal to the current program (Howes, 2000).

Hasbrook (1988) suggests that alternative reasons may be due to a difference in a woman's competitive philosophy, different role expectations, or that women have an assumption that society views them as less competent. The unwillingness of females to recruit, and the time commitments relative to family responsibilities, may be additional reasons to explain the dilemma (Acosta & Carpenter, 1988). But Sage (1989) suggests that more male coaches cited getting out of coaching because of their lack of time with family as an important reason for their departure as well.

This parallel concept of role conflict and burn-out in coaching is one that has been investigated since the passage of Title IX. Role conflict, incompatible socialization and discrimination are three areas of conflict that challenge women coaches (Hart, Hasbrook & Mathes, 1986). Role conflict would encompass numerous roles such as coach, wife, mother or teacher (Acker, 1990; Locke & Massengale, 1978). The socialization element stresses that individuals do not have the required skills to be successful in an occupation (Barber, 1989; Burlingham, 1972). The theory goes on to link females leaving coaching because they did not anticipate the skills that the job required, had no feminine role models to demonstrate the manner in which a coach should act and perform, and did not have direct formal training that provided the tools (Hart, Hasbrook & Mathes, 1986).

Training Opportunities

Shafer (1987) believes that additional educational opportunities should be made available to women to help prepare them for the job. Courses and practical experience in technical knowledge, coaching skills, and communication techniques should be the norm in coaching education. She goes on to state that employers, school districts, colleges and professional organizations should all have a role to play in this plan. The discrimination factor has historical implications in that through past practices with females, they are assumed to have greater difficulty than their male counterparts in obtaining equipment, facilities and administrative support (Mathes, 1982). Hasbrook, Hart and Mathes (1986) found that in the past women came into coaching because they were asked to and they wanted to work with students. They left because of time and role conflicts. Today, women enter coaching for the sport itself and the competitive experience that it provides for them. They leave if their performance is no longer adequate to serve the position. There seems to be a shift in the paradigm from a commitment to student needs in older coaches to a commitment to personal

needs and successes in the new regime. Therefore, value orientations may play a huge role in the decline of female coaches since 1972 (Hart, Hasbrook & Mathes, 1986).

When the value of a career, occupation or job is not evident to the individual, changes in commitment to the work to be done are evident (Cilo, 1990). Burn-out is an outcome that arises out of this frustration. Burn-out is a syndrome of emotional exhaustion that depersonalizes and reduces the individual and her accomplishments (Maslach & Jackson, 1986). There have been few studies that have tried to pinpoint the burn-out of women coaches (Caccese & Mayerberg, 1984; Felder, 1990; Pastore & Judd, 1992). Meacci and Pastore (1990) look at reasons why women coaches experience burn-out. They suggest that lack of preparation and experience, inability to handle stress, leadership style and age and marital status are some of the contributing reasons.

Hart, Hasbrook and Mathes (1990) support the idea that marital status and parental responsibilities do influence coaches' burn-out. Women coaches are generally younger than their male counterparts, have had less coaching experience and usually are employed for less than a year (Pastore & Whiddon, 1983). Couple this with the personal role that women play in society and the obligations of female coaches outside of their actual coaching jobs, it is no wonder that stress results (Hasbrook, 1988). Caccese and Mayerberg (1984) add that some females will not even consider coaching seriously until they are older. An additional reason may be because they do not have mentors or role models to encourage them to take that first step and enter into athletic leadership.

Felder and Wishnietsky (1990) considers other factors that may precipitate coaching burn-out: low pay, the dedication of today's athletes, a loss of personal patience and poor officiating. Felder and Wishnietsky (1989) suggest that burn-out can be demonstrated in a physical and behavioral manner. Physical signs may include such things as headache or intestinal problems; whereas, the psychological

factors are displays of anger, frustration or pressure. They also suggest that there are interventions available to cope with the symptoms of burn-out. Strategies such as stress management skills, the alteration of life styles and support are helping hands in the attempt to control and manage the tendencies of burn-out. Burn-out is, in fact, a state of fatigue that is brought about by a cause or relationship that did not produce the expected reward (Sisley, Capel & Desertrain, 1987; Freudenberger, 1980; Pastore & Whiddon, 1993). Burn-out cannot be controlled until strategies are developed that confront the issue (Hart, Hasbrook, Mathes & True, 1990; Kahn, 1978). Strategies must focus on coping techniques, dealing with low personal accomplishment, the release of tension and basic negative behaviors (Kosa, 1990). In coaching, self-awareness and understanding the nature of coaching are the best ways to approach the job and to prevent burn-out (Bunker, Heishman & Tutwiler, 1990; Malone & Rotella, 1980).

Are there unspoken limits on women in coaching? Are there special restrictive conditions that exist for women who are trying to enter the role of athletic leadership? Shen (2000) suggests that some believe women are considered to be weak, have less emotional stamina and inferior emotional toughness. She goes on to state that other qualities often attributed to women may be an asset to success in their coaching careers. Personal qualities such as sensitivity, which makes them more in touch with their athletes, and the ability to recognize someone for individual effort, are traits that may contribute to a woman's success in the coaching profession.

The conditions on the road to success in coaching continue to challenge the women who attempt to take the journey. How they deal with the road conditions affects the quality of the journey. The ability to prepare oneself professionally, psychologically and emotionally for the challenges that are presented to females in the field of athletic leadership is a task that may need assistance. Individuals who

have made the journey, driven the road, or dealt with the road conditions, may be the passengers that the woman athletic leader needs.

Having a Co-pilot: A Mentor for the Journey

As women travel through their careers in athletic leadership, would a mentor coach with experience provide valuable insight and support to their professional development? Are there sources of support that are available for them? Whose responsibility is it to provide knowledge, support, encouragement and motivation? Would a co-pilot provide that needed support, or is it better to learn by the trial and error method?

Contributions that Mentors Make

Title IX may have opened up more doors for women athletes, but the establishment and retention of coaches is still an important issue (Weiss, Barber, Sisley & Ebbeck, 1991). Salaries, visibility of program and status of girls' sports may display evidence of the political boost, but the female coaching pool continues to diminish (Acosta & Carpenter, 1985). Priest (1990) suggests that a lack of professional support, a lack of network skills, and a lack of confidence in their abilities may be reasons for the drought.

Thorngren (1990) states that stress is a motivator for female coaches to leave the profession. Stress for Thorngren appears in the form of devaluation of women's sports by society, isolation, gender bias, and marital status as evident in her quote regarding a Division I coach, "The pressure and stressors that those of us in women's athletics have felt is that you are always the token. You are very frequently alone in an athletic setting. Your viewpoint always seems to be a little bit different; you always raise questions that nobody else raises" (p. 57).

Theberge (1983) and Dunning (1986) suggest that sport is a place where a sexist version of masculinity is constructed. Women in athletic leadership have a particular problem with respect to identity and context (Delano, 1990). It does not seem to

matter if a female coach is married or single; that sense of isolation excludes women from peer groups and alienates them from the decision making process (Thorngren, 1990). In single women, the stress results from lack of support and insufficient time to meet people and build friendships. In a study by Weiss, Barber, Sisley and Ebbeck (1991), over sixty-seven per cent of the coaches they interviewed shared that their significant other was also a coach. In these relationships, a built in support system existed for the female coaches.

Married female coaches also have their stress factors to address. Demands of husbands, children or societal expectations are challenges that women in coaching face on a regular basis (Thorngren, 1990). The homophobic comments are a concern of all athletic leaders, regardless of their sexual orientation. Women risk being stereotyped, especially if they are single (Thorngren, 1990). There seems to be no safety net available for women in athletic leadership. Females feel a lack of knowledge for what they are doing and a lack of respect for what they have done (Thorngren, 1990).

However, women strive to be worthy to enter the coaching arena. The lack of visible women in coaching roles sends the message that a career is unattainable (Weiss, Barber, Sisley & Ebbeck, 1991). Women coaches can choose to be part of the problem or part of the solution. Women need to be prepared better and more committed to making the female role model in coaching a reality (Lovett & Lowry, 1988). Women coaches can act as advocates for the coaching profession and promote leadership experiences for the athletes they coach. They also can help to promote network systems, as well as serving as mentors (Delano, 1990). College administrators of athletics attribute the decline of women in the college coaching ranks to the success of the old boys' network (Acosta & Carpenter, 1985). But the fate of the profession of coaching for females lies in the establishment of a new network. "It wears a person down to have to prove herself over and over again, day

after day. Every time a female coach interacts with a person for the first time, she has to face that question about whether she is really a credible person in that role” (Thorngren, 1990, p. 57).

Hardy (1990) states that the time for women in athletic leadership to get involved in networking and mentoring is now. If encouragement and support are not provided for women, they are likely to retire before they have made their maximum contributions (Thorngren, 1990). There are more women than ever in the fields of business and politics, and yet the number of women head coaches is not proportional to the number of female athletes (Lough, 2001). In the past six years there has been a decrease of over forty percent of women holding head coaching jobs in the NCAA (Acosta & Carpenter, 1998). The strength of young women coaches seems to be in the areas of interpersonal communication, motivation, skills and game knowledge. However, their weakness is in leadership skills (Weiss, Barber, Sisley & Ebbeck, 1991). Mentors need to be utilized to recruit, educate and retain female athletic leaders (Weiss, Barber, Sisley & Ebbeck, 1991). Strategies should be implemented to assist women in pursuing athletic leadership roles that involve mentor coaches (Barber, 1989; Hart, Hasbrook & Mathes, 1986; Stevens & Weiss, 1993).

Mentoring is not a new or novel idea. In fact it dates back to Greek times as mentors aided Odysseus’s son to develop leadership qualities (Lough, 2001). Mentoring is the process of linking together an experienced individual with one who needs guidance and support (Lough, 2001). This mentor can facilitate the career development, as well as open up new opportunities to the women athletic leader, and provide tools to face the challenges (Gunn, 1995). This concept would introduce a formal mentoring process to the educational development plan. It would give to women a voice and a connectiveness (Gilligan, 1982). A woman’s approach to leadership is different. “A woman’s way of leading emphasizes the role of voice over that of vision” (Helgesen, 1990, p. 222). Vision, according to Belenky, Clinchy,

Goldberger and Tarule (1997), is a one-way process; whereas, speaking and listening involve interaction. This connection as a mentor can take place in an adult-to-adult mentor relationship, or adult-to-student in a coaching relationship (Galbraith & Cohen, 1995).

As a coach, one has the opportunity to mentor student female athletes. A female coach offers a communication style and a connectedness that is different than her male counterpart (Lough, 2001). Men coaches motivate teams to be successful but do not seem to motivate women to pursue coaching careers (Lough, 2001). Women athletes compete for different reasons than their male counterparts. They respond to a different style of coaching, one that is more intrinsic (Gill, 1992). A female mentor coach would be able to guide, advise, motivate and facilitate a role model for her student athletes (Galbraith & Cohen, 1995; Haney, 1997; Kaye & Jacobson, 1996; Kerka, 1998). Mentoring programs do not just happen (Kerka, 1998). They must be set up and geared toward women. However, there are situations where a coach may be a mentor without even knowing it. In a formal situation a mentor will focus on support and professional development (Starcevich, 1999). Kerka (1998) suggests that knowledge is most effective when an individual constructs the meaning while interacting with others. A mentor program facilitates this interaction. The elements of a mentoring program include desire on the part of both parties, a readiness to learn, a plan, evaluation, and most important, a closure to the process. Starcevich (1999) states that closure is an important aspect of the program. It provides for the novices an affirmation that they can do the job and that they should have confidence in their abilities. Lough (2001) suggests that encouragement and empowering young women to make contributions to sport may be the missing links in the development of athletic leaders.

Providing Links Through Networking

Women athletes of all ages are healthier, more successful and have higher self esteem than non-athletes (Presidents Council, 1999). The network system of young athlete to young coach to experienced coach needs to be established. Network is defined as a group of interconnected individuals in a formal or informal situation with a common interest (Sisley, 1989, 1990). It involves the development and use of individuals for information, advice and support (Sisley 1989). Multiple movement takes place, in that one makes contacts and uses contacts in a universal sharing (Pierce, 1987). In a network everyone can benefit, and one does not need to be in a position of importance to make networking effective (Sisley, 1990). Better work relations are an outcome of effective networking (Pines, 1982). Poor representation of women in certain careers contributes to their exclusion from formal networking systems (Simeone, 1987).

Sisley and Disertrain (1989) found that women basketball coaches do not network. The coaches seem to be protective of their knowledge and do not want to share information. In fact, perceptions of confidence, behavior and expectations not only affect young athletes' drop-out rate, but also the drop-out rate of young coaches (Williams, 1998). Having that competitive edge may restrict some women from wanting to share knowledge. As with athletes, sports participation involves task and ego, and perception of confidence seems to be a driving force (Biddle, 1999).

Player networking also can provide valuable incentives to future women in athletic leadership roles (Anshel, 1990). Lough (2001) shares that women coaches cannot just be concerned about their win-loss records. One must consider each player as a future coach. Players know and discuss a coach's program and how it reflects her cognitive, affective and behavioral ethics (Stewart, 1993). Players become analysts and evaluators of what works and what does not. This knowledge helps to establish a developmental program in the athletic leadership career path. Player networking

facilitates reciprocal contacts that may promote players to someday become coaches (Pierce, 1987).

Professional preparation of female coaches continues to be an issue (Abraham & Collins, 1998; Small & Smith, 1996). Increased emphasis on litigation and other personal issues has brought the education of coaches to the forefront (Conn & Razor, 1989). Stewart and Taylor (2000) state that it is not what you do with an athlete; it is how you do it. The same theory applies to female coaches' education programs. When you combine being unprepared with the stress of coaching, the turnover rate of women athletic leaders seems explainable (Stewart & Sweet, 1992). Love of children is not enough. Coaches must be able to multi-task and assume multiple roles in the field of coaching (Sage, 1987; Sisley, Capel & Desertrain, 1987). Women are judged both professionally and personally in their role as coach (Sage, 1987). When coaches lack information and training, their success level is diminished (Sisley, Capel & Desertrain, 1987).

Pre-service as well as in-service development for women coaches is neglected (Stewart & Sweet, 1992). The most valuable training occurs on the job instead of retaining a professional coaching degree (Sage, 1989). Coaching is too complicated to generalize one's education (Kelly & Brightwell, 1984). Lack of advanced training affects coaching quality and is reflected in the training of student athletes. It is the most important reason why coaches are dismissed (Lackey, 1986).

Time constraints of coaching and teaching in academic subjects also are significant factors in the decline of women coaches in the educational ranks (Felder & Wishnietsky, 1989). The preparation of youth sports coaches shares the same dilemma. There is a low priority for education of the coaches (Siefeldt, 1990). Therefore, when women come out of the ranks of the youth program into the interscholastic arena they are not prepared for the challenges that high school athletics

bring. Problems in motivation and behavior, as well as time management issues, still persist (Stewart & Sweet, 1992).

Leadership development programs that are targeted at women not only analyze the position but also address the development of skills (Sisley & Steigelman, 1994). Numerous states have taken the initiative to offer in-service training for women coaches. Oregon, Colorado, Pennsylvania and Wisconsin have taken a proactive approach to offering professional development opportunities for their female coaches and administrators (Fowlkes, Coon, Bonner & Koppein, 1987; Oglesby, Shelton, Demchenko, Thumler & Schafer, 1987). These educational programs attempt to minimize the risk of failure in a gender skewed profession (Sisley & Steigelman, 1994).

Women cannot carry the burden alone of providing in-service training for their peers. Higher education must address the lack of educational opportunities in coaching that are part of the college curricula (Stewart & Sweet, 1992). Chandler-Gavin and Sabock (1986) challenge colleges and universities to get their heads out of the sand with regard to the need for female athletic leaders. Stewart and Sweet (1992) support their claims by adding that coaching should be considered as a profession with its own knowledge base. School administrators cannot continue to use participation in the sport as the only criterion for getting the job (Kelly & Brightwell, 1984; Chandler-Garvin & Sabock, 1986). Odenkirk (1986) states that coaching minors should be available in all professional degree programs. In fact, all professionals should contribute and must lead the way to bridge the gap between theory and practice (Stewart & Sweet, 1992).

Athletic administrators also have an obligation to support the educational format. Athletic directors should be responsive to coaches and realize that numerous environmental factors will affect their coaching atmosphere (Stewart, 1993). Player satisfaction and coaching success have more to do with coaching behavior than

successful team performance (Hatfield & Iso-Ahola, 1986). Athletic administrators can assist the female coach by communicating their expectations, and understanding that people are more important than the process, and that their input to the coach's developmental plan is crucial (Priest, 1990). Management must identify and recruit women into the coaching profession (NCAA Committee on Women in Athletics, 2002). The NCAA continues to give direction to administrators to implement mentoring programs for female coaches, assist in the establishment of network systems and continue to evaluate their progress through data.

Women, themselves, must continue to strive on an individual basis to make a difference. True (1990) suggests that women coaches ask themselves the following questions. Have you turned down a coaching job or left one yourself? If you do coach, what kind of role model do you put forth? If you are a former coach, why are you now not coaching? If female athletes do not encounter other females in athletic leadership roles they will assume it is not appropriate for them to choose that career (True, 1990). Sabock (1988) states that women coaches bring unique qualities of nurturing and support to the table of athletic leadership. Information and knowledge is power (Fisher, 1998). The individual contributions of sharing knowledge and skills will help to form the building blocks for the development of successful female coaches.

As Nelson (1999) shares, the pinney (colored vest used to designate teams) generation was angry but grateful that coaches cared. Coaches in the early seventies spent long hours and were underpaid but were still strong, competitive and aggressive. The pinney was like an apron. It was a symbolic image of a time when women had limited choices (Nelson, 1999). Times have changed, but the number of women involved in coaching continues to diminish. Give permission for women to be outstanding again (Nelson, 1996).

A woman's journey through the career path of athletic leadership is a multifaceted phenomenon. Tracing the individual voices of women, representing each of the decades since Title IX, can give depth and breath to the interpretation of their journeys through athletic leadership. The methodology of interpretive biography facilitates the knowledge gained from the individuality of the process, the development of the individuals, as well as the illumination of the historical and personal issues that make this journey relevant. Interpretive biography gives the issue a face, a voice, as the next chapter reveals about the methodology.

CHAPTER 3:

RESEARCH METHODOLOGY AND DESIGN

Denzin (1989a) defines biographical methodology as the “studied use and collection of life documents that describe turning point moments in an individual’s life” (p. 60). As I address the question, How have personal histories and life experiences of women in athletic leadership (pre and post Title IX) contributed to their acceptance or rejection of athletic leadership roles, such turning points are revealed in the narratives gathered. Sub questions pursuing the influence of family, social contexts of the decision making processes, importance of role models, personal qualities of the female athletic leader, as well as professional and personal pressures are brought to life through the dialogue. Since interpretive biography affords the writer the opportunity to describe the stories of others (Denzin, 1989b), the choice of this methodology meshes the historical roots of the journey with the individual voices, bringing life to an issue that has plagued womens’ athletic leadership opportunities since 1972. This qualitative research methodology uses an emerging design based on the experiences of individuals in a natural setting (Merriam, 1988). These experiences are viewed through the voices of the subjects and through the eyes and ears of the researcher.

Chapter 3 presents the methodology of interpretive biography, the participant selection process, the method of gathering narratives, as well as veracity considerations. This chapter serves as the conduit to link the methodology to the purpose (Erben, 1998).

Research Methodology of Interpretive Biography

Interpretive biography incorporates the historical basis of the issue, as well as recognizes the individuals and their responses to events and the world around them (Denzin, 1989a). It may investigate an individual or a small population (Erben, 1998). This qualitative research methodology provides a multi-dimensional approach to the pursuit of an historical chronology, as well as the interpersonal documentation of an individual's life (Smith, 1994). The decade reviews in this study represent the historical basis of the issue. These reviews are reflective of an interpretive sketch of each time period, rather than a comprehensive analysis of the decades in question.

Biography as a research methodology is embedded in the life stages and experiences of individuals, written in chronological order (Creswell, 1998). Interpretive biographical methodology exposes the social and human elements of the participant as well as the researcher (Plummer, 1983), where the process is the primary concern and takes form through the descriptions of the participants. The researcher, then, forms the themes in an inductive manner (Creswell, 1998). Interpretive biography provides a whole picture approach to the analysis of an individual, as well as the situational experiences that bring personal meaning to complex problems (van Manen, 1990). It is a paradigmatic type of narrative that provides a description of the events, happenings and actions, using an analytic process that produces a storied account of an individual's knowledge and situations (Polkinghorne, 1997). Biographical methodology includes the use and collection of life documents and stories that describe turning points or moments in an individual's

life (Plummer, 1983). It uses the conventional narrative form of expression with the experiential accounts to create a personalized form of research.

Narrative is a basic genre for the characterization of human actions (MacIntyre, 1985). Hardy (1968) states, “We dream in narrative, day dream in narrative, remember, anticipate, hope, despair, believe, doubt, plan, revise, criticize, construct, gossip, learn and love by narrative” (p. 5). In such narrative renderings, the analysis takes on several forms. The existence of others, influence and importance of gender and class, family beginnings, starting points for the experience, known observers that come into play, objective life markers, the essence of real people, turning points and experiences all reveal the truths and elements reflected in the interpretive form of biography (Denzin, 1989a). These elements provide the keys to unlock the knowledge in real life experiences of women in athletic leadership.

Interpretive biographical methodology is based on the metaphysics of presence (MacIntyre, 1985). It reaffirms that a person’s life has meaning that provides the basis for understanding and knowledge. The accounts of one’s life are applauded through one’s achievements (Heilbrun, 1988; Smith, 1994), and these documents of life provide the substance of this methodology (Plummer, 1983). Biographical roots are intertwined in historical as well as sociological perspectives and possess interdisciplinary views with feminist and cultural implications (Smith, 1994).

Foundations of Biographical Methodology

The roots of biographical methodology were founded in the social sciences (Bertaux, 1981a, 1981b). An attempt to understand interpretive biography is an attempt to interpret a social system (Ferraroti, 1981). The structure of society and the

effort to relate one's past to others in order to gain a concept of the whole is where it is grounded. Interpretive biography combines history and society with experiences of an individual to create a biographical approach. According to C. Wright Mills (1959), "Historical transformations carry meaning not only for the individual way of life, but for the very character, the limits and possibilities of the human being" (p. 158).

Interpretive biography is a life history approach to the social sciences. It converts the textual reflections of experiences and actions of normal life into epiphanies (van Manen, 1990). It views sociology as an act of participation between the observer and the observed, viewing the person as a singular universe (Sarte, 1971). The individual perspective provides relevance in the whole of one's social world; thus it merges the social structure and the self. Biography involves the interplay of family, communities and social forces, and the researcher may stress one or all of these factors (Erben, 1998).

Within this methodology it is important to document both the historical movement of an individual, as well as the chronological, psychological and interpersonal development. Interplay exists between history and sociological development. The individual demonstrates understanding of a given social network, as well as the impact that this understanding has made on the decision making process. The purpose of the research is not to prove but to understand, through the reconstruction of history that is made possible by individuals sharing their personal accounts of an experience. Memory of an individual's role in history is found to be spontaneously active in most life accounts (Gagnon, 1979). It transports the person from the past to the present, and is for that individual a source of significance.

Biography gives voice to the individual for social discourse (Gertz, 1973). Dilthey (1952/1985) suggests that one's experience is to the soul what breath is to the body. The situational accounts facilitate the ability of personal history to extend the scope of the lens for broader understanding.

Interpretive biographical methodology draws upon interpretive, feminist theories as well as cultural and social implications (Smith, 1994) and reflects a linguistic way of knowing. The researcher draws on personal experiences of others to formulate an understanding of the phenomenon, standing outside the experience and looking in. "Man (sic) is an animal suspended in webs of significance he himself has spun" (Gertz, 1973, p. 5).

A Dialogue Between the Subject and the Researcher

Interpretive biography demonstrates the reciprocal manner of the participants and the researcher. An act of balance takes place between the subjectivity of shared experience and knowledge that is gained from participation in a common event (Heilbrun, 1988). The subjectivity of the researcher also is part of the phenomenon, drawing on the subjectivity and intersubjectivity of others to gain knowledge and understanding of life experiences in relationship to one's own life (Denzin, 1989a).

Women in athletic leadership must be viewed not only as individuals, but rather as a collective, illustrating how history has played a role in their gender and professional development. It would be difficult to pluck women out of their historical place in a generation without considering the viewpoint of society. Women in athletic leadership, then, must be viewed through an historical lens.

Society is viewed in interpretive biography as the sociology of participation. Therefore, the individuals, themselves, provide the social domain in which this qualitative study takes place (Creswell, 1998). The historical context situates the placement of these specific women in athletic leadership, in a specific time, space and climate that make their stories unique. The political atmosphere of the time, the social issues, the culture of the era all play an important role in the dialogue (Denzin, 1989b).

Interpretive biography does not begin with a theoretical framework. Rather, the past provides the basis for understanding. The structural relations and the on-going transformation from the historical to the sociological elements establish a pattern to the biography (Smith, 1994). Reflection on history demonstrates the movement of individuals through their relationship with other groups of people. A discovery of a pattern or practice would indicate a socio structural relationship (Erben, 1998). Biography tells the story of people, social relations and cultural institutions in relationship to their own social group in interaction with others (Denzin, 1989a). It provides a larger historical picture or scene of what is going on in the world and what is happening to them (van Manen, 1990).

Interpretation creates a sense of understanding, where meaning is created from the interaction of the text, the writer and the reader. Interpretation employs the imagination, which is the ability of the mind to speculate and link ideas (Erben, 1998). These ideas are stimulated by the text. Interpretation of the dialogue, although individual in nature, may possess some common elements. The narrative begins with some objective experience in the participant's life. This can either be a broad

approach or a narrow viewpoint outlined by the researcher. There is a narrative exchange, conversation taking place between the participant and the researcher, both being encouraged to expand their observations and to theorize about their experiences. Structural processes may evolve as theories that are related to the life experiences become evident. Unique, as well as general events, may take the form of turning points in the experience (Denzin, 1989a).

Interpretive biography gives the participants' lives meaning and that meaning is a presence in their lives (Denzin, 1989a). Events act as markers of time and are linked to outcomes. Segments of time turn into a lifetime of experiences (Hatch, 1995). Factors such as gender, family beginnings, life markers, and turning point experiences take on great relevance in the biographical methodology (Denzin, 1989b). This form of narrative is used to describe human actions (Polkinghorne, 1997), requiring the researcher to gather events and happenings as the data, and to use conversation to produce explanatory stories to shed light on the phenomenon (Bruner, 1990). Interpretive biography attempts to draw together these personal happenings from human life to expose the plausibility of a common history that may reflect additional understanding of the phenomenon (Hatch, 1995).

The data are drawn from the discourse in which human experience is expressed (Ricoeur, 1984), and the narrative provides a form of sequence, motivation, and environmental context in which the experience is recalled (Hatch & Wisniewski, 1995). "People do not deal with the world event by event or sentence by sentence. They frame events and sentences in larger structures" (Bruner, 1990, p. 64). Meaning and understanding come to an individual through the presumption that time and

unlinear direction from the past to the present do affect their action and outcome (Manicas & Secord, 1983). Therefore, an event that may appear to be inconsequential for some may be crucial for another.

Carter (1993) suggests that narrative captures the richness and nuances of human behavior that cannot be expressed in another medium. Narrative retains the emotion as well as the motivational meaning. It is in looking at the individuals who make up the whole of an organization or body that we find a deeper understanding of how the organization was formed, how it grows, or how it is eliminated. The design of the study describes what I did to carry out this research with women in athletic leadership.

Design of the Study

In the interpretive biographical methodology, the researcher begins by identifying a set of experiences that give meaning to the participant's life (Denzin, 1989b). The search is for experiences that develop a chronology of an individual's personal journey. Social context is an important element that is reflected in the participant's recollection of the past (Gagnon, 1979). Political as well as social issues affect one's personal and professional development. The focus of this study through the question, How have personal histories and life experiences of women in athletic leadership contributed to their acceptance or rejection of athletic leadership roles, cannot be answered without consideration of the social and political climate or the eras that were relevant to their developmental journeys. This study, then, is framed in a historical context, decade by decade, since the inception of Title IX in 1972.

Participant Selection

This research gives voice to four women who graduated from college in the decades between 1960 and 1990. This factor is relevant because it reflects the attitudes of society prior to and post adoption of Title IX. The size of the pool of candidates is indicated by the purpose of the research (Erben, 1998); in this case, understanding significant turning points through life histories, four participants are sufficient due to the in-depth nature of the inquiry.

An additional criterion for the selection of the participants is their successful participation in the sport in which they coach, a sport common to both genders. The gender factor is compounded when competing for coaching positions, and is important for consideration of a woman's journey in the profession of athletic leadership.

The participants were selected on the basis of my familiarity with them, as well as a review of their records of a successful program (Patton, 1990), and chosen to correspond with the aim of the study (Bogdan & Bilkensk, 1982; Burgess, 1984; Glasser & Straus, 1967). Elite interviews were used for gaining access to their stories. That is, the individuals interviewed are influential and prominent, in this case, master coaches and athletic administrators in their fields (McMillan & Schumaker, 1997). They all have coached for at least five years, experiencing success in their sport at the county, regional and state levels (Morse, 1991). Their success is not for just for one year, but over a series of years, and their experience in working with students, other coaches, parents, administrators and the media is extensive. All have been high school, as well as collegiate athletes, and come from a variety of demographical,

sociological, and educational backgrounds; however, all are white women, due to a lack of diversity in the school system at this leadership level in athletics. All are teacher-coaches and currently teaching and coaching in the same county. The participants are similar in their profession, but different in their developmental journeys (Erben, 1998).

Personal contact was made with the women through a letter (See Appendix A) to make them aware of the study's intent, as well as the important role they play in the research. A life that has been lived, can be studied, constructed, and reconstructed (Denzin, 1989b). Life is constructed and given meaning and value within a matrix of relations that shape the choices an individual makes (Foucault, 1977). There is a definite difference in a life that is lived and a life that is experienced. As Bruener (1984) states, "A life lived is what actually happens. A life experienced consists of the images, feelings, sentiments, desires, thoughts, and meanings known to the person" (p. 7).

Method of Gathering Narratives

Personal one on one interviews were used for the narrative gathering. The one on one interview process facilitates the sharing of a vast amount of text with the opportunity for the researcher to reach deeper with probing questions (Brown, 1999). Three to four interviews were conducted with each participant, to gain access to their individual stories. The interviews serve as a specific kind of illumination of the life of the subject (Erben, 1998). The location and times of the interviews were at the convenience and school site of each participant.

All of the participants received a description of the study, their role in the study, as well as an opportunity to ask questions to clarify concerns (See Appendix A for letter). A consent form was provided to them for their signature at the first meeting (See Appendix B). There were no set time limitations placed on the dialogue process, but each of the interviews lasted approximately two hours. The participants helped to shape the parameters of the depth and length of the discussions. Follow up discussions took place to facilitate additional comments and recollections.

The order of the interviews was carried out in a chronological manner. The participant who represents the decade of the 60s was interviewed first, followed by the participants of the three succeeding decades. The interview process in its entirety was completed with one participant before the next interview was started. A guided interview approach (McMillan & Schumacher, 1997) was used, that is, a list of questions addressed the chronological flow of the participants' life experiences germane to the study's intent (See Appendix C for interview questions). The questions initiated discussion of areas interest, but the participants were not directed in their response (Helling, 1988). Questions were designed to stimulate responses to specific events and societal contexts (Erben, 1998) related to their journeys through athletic leadership. The questions were intended to provide an entry into the discussion, with participants being encouraged to expand upon the questions, to go off into related tangents, and to link ideas to their experiences. Subjects were given opportunity to theorize on the relationships and relevance of their experiences. The interview was interactive (Helling, 1988), with the subjects themselves shaping the direction of the interview process (Erben, 1998).

The data gathering used personal experiences and anecdotal stories to add depth to the process (van Manen, 1990) with the lives of the subjects guiding the research (Erben, 1998). Interviews were audio taped and transcribed by me. I also made notations for recalling gestures, mannerisms, and facial expressions during the interview process (Miles & Huberman, 1984) to help recall the context. Transcripts were returned to the participants for their accuracy review, prior to each succeeding interview.

Analysis

The analysis involves the cultural context of the narrative, the location of the participants in their experiences, the significance of others in their lives, and the historical continuity of the experience (Denzin, 1989a; Erben, 1998). Interpretive biography uses a paradigmatic analysis by locating common themes and concepts in a narrative context (Hatch & Wisniewski, 1995). The concepts may be derived from historical data in combination with narrative reflections (Gergin & Gergin, 1987).

The data consist of conversations, that reconstruct life experiences (Creswell, 1998). This collection of single stories, organized themes, cross analysis, and interpretation form the basis of the analysis procedure (Thompson, 1978). Narrative provides the detail that reveals patterns and facilitates the reconstruction of personal history accounts to facilitate the explanation of the phenomenon (van Manen, 1995). The researcher segments the information and forms patterns and meanings of the subject's experiences (Denzin, 1989a).

This explanation of the experience is in the control of the researcher and is judged through the use of analytical coherence, internal referential experiences, and

instrumental utility (Erben, 1998), with the researcher writing oneself into the story as well (Creswell, 1998). The analysis occurs after the stories have been told. It is not just a transcription of the dialogues but rather a means of making sense and demonstrating significance (Hatch & Wisniewski, 1995). As the researcher, I imagined myself in the time and place of the participants, for without this imagination, knowledge is difficult to call forth (Erben, 1998). The image is the power that each individual has over the experience (Denzin, 1989b; Erben, 1998), and imagination connects the observation with the real world. When certain principles are associated together ideas are formed. Imagination assists the researcher in the analysis of a variety of outlooks of the participants' experiences (Denzin, 1986b). While the researcher must expand the research beyond the text (Creswell, 1998), the narrative data must be treated with care because of the complexity of the motives, as well as the issues that are involved (Lyons, 1986). Ricour (1980) suggests, that through the researcher the individual's lens is deepened, and the researcher develops an appreciation of the unknowable. In fact, the researcher weaves the participants' lives through the researcher's interpretation (Denzin, 1989a; Denzin & Lincoln, 1994). "We create the persons we write about, just as they create themselves when they engage in story telling practices" (Denzin, 1989a, p. 2).

The researcher must display the ability to link and assemble ideas throughout the analysis process (Erben, 1998). The emphasis is on the participants' lives, the life experiences that are reflected, and the turning points or unique features of the participants' stories. The themes that were revealed in the series of discussions of each subject, formed the discovery of the response to the research questions.

Common themes provided an experiential validation of the meaningful elements that supported or disintegrated the process of the journey through athletic leadership. These stories are viewed as individual truths that can be interpreted in a collective context.

Veracity

With regards to validity in the interpretive biographical method, Denzin (1989a) states: “A concern with the very terms reliability, validity in methods of data generation, hypothesis generation, validation, and testing reveals a commitment to a positivistic philosophy of science” (p. 6). Interpretive biography uses the analysis of real life stories for the standard of judgment in this methodology (Denzin 1989a). One must recognize that the research depends on the narrative being situated in a particular and contextual element of society, which explains the power and plausibility of the story (Connelly & Clandinin, 1990). All narrative data provide insight and understanding into the research question (Hatch & Wisniewski, 1995). The researcher looks for the bigger picture to explain meaning found in social interactions, cultural issues, and historical contexts (Creswell, 1998).

The participant’s voice provides the power in this research. Denzin (1989b) suggests that there are three kinds of truths. Facts are the events that actually occurred. Facticities are how the facts were lived and experienced (Denzin, 1989b). Then last there is fiction, which may be real or imagined facts or facticities. The true narrative is faithful to all three (Denzin, 1989b). Coherence is established by the individual’s story, with larger ideologies uncovered by the researcher (Roos, 1987). Clifford (1986) offers that the participant’s recollections are true, but the researcher

must realize that the explanations may be influenced by the individual and his or her perspective of the event. However, the stories do provide the framework in which seemingly disconnected events are made coherent by the researcher (Du Perez, 1991). The researcher's experiential lens, as well, enters into the interpretive mode.

Thick narratives develop the context to reveal historical, processual, and interactional features (Creswell, 1998). The integrity of the research is maintained throughout, even though different individuals are interviewed through episodic reflections; unique themes as well as those that are similar are transformed into the story lines and plot (Hatch & Wisniewski, 1995). Precision is not the goal. Rather, interpretive biography explores the fundamental nature of the participants' experiences through their textual accounts (van Manen, 1995). The meaning is in the experience. Theoretical relevance may be put aside for meaning and interpretation (Cresswell, 1998). Rationality is faith that the researcher can make things understandable and experiences intelligible (van Manen, 1990).

In the interpretive methodology the preoccupation with quantitative strategies is put aside for meaning and interpretation (Denzin, 1986a, 1986b, 1984). The experiences of participants comprise the data, and truth lies in their words that the researcher brings into coherence in the interpretive process. The story of the journey awaits to be told.

CHAPTER 4:

THE TALE OF FOUR DECADES

Individual Experiences Determine the Path of the Journey

The voices of the individual subject comprise the essence of this research. How one relives, relates and gives voice to her personal experiences create the path of the journey. The ability to lay down a path, make decisions at the intersections of life choices, and reach the intended destination are experiences that these women attribute to their development as athletic leaders.

The narrative unfolds the layers of their lived experiences. It provides not only a description of their journeys but lays the context of the social climate, the relationships that provided motivation in their development as well as experiences that mold their perception of a woman's journey through athletic leadership. As Denzin (1989a, p. 73) states: "No self or personal experience story is ever an individual production. It derives from larger group, cultural, ideological and historical context."

The individual tales uncover the motivation to enter the field of athletic leadership as well as the experiences along the way. This chapter tells the story of women in athletic leadership positions, decade by decade. In the gathering of information on the decades from text resources, individual feedback from persons remembering details from each of the decades was also used to establish context. Chapter 5 returns to the research questions.

The Decade of the Sixties

The world in the sixties was a place in which change was happening at a fast pace. The Vietnam War was on the minds of many Americans. Cambodia had dropped diplomatic relations with the United States, and the Viet Cong took the offensive against the United States in DaNang. Two American heroes were assassinated: John F. Kennedy, and Martin Luther King. The country was devastated. The deaths created a scar that would forever remain in the hearts of the American people.

Athletics was also in the news. Kathy Whitworth won the women's LPGA title in Shreveport, and Willie Mays broke Mel Ott's homerun record with 512. Muhammad Ali knocked out Sonny Liston in the first round and was crowned heavy weight champion of the world (www.scopesys.com).

Entertainment wise the Beatles were a big hit in the USA. In 1965, their song "A Ticket to Ride" was named the number one record in the country. Young girls were infatuated with the group and would sell their souls for a ticket to a performance.

Society was in the midst of the women's movement, the anti-war movement, the flower children, and the hippies. Living arrangements such as communes were part of the new age communities. Women made an impact on the work force. The traditional role of the stay at home mother was replaced by women venturing out in all professions in the working world (Friedan, 1963). The society of the sixties was one that exuded change.

Meet Ann

Women athletic leaders have no one persona. This one is tall, over six feet, opinionated, and a down home country girl who has a grin on her face that can light up a room. She has a sense of humor that is evident from the beginning, but she has always displayed a sense of honesty and frankness in my previous experiences with her. I have worked with Ann on various committees and projects in the past. Ann is a person who never has been known for the length of her dialogue, but rather for the substance of her thoughts and the breadth of her experiences.

Ann is a white basketball coach and has been a leader in her field for many years. She is viewed by others as experienced, knowledgeable and successful. She teaches and coaches at the same school and has been there for a number of years. Ann has been teaching and coaching for thirty years and is part of the school community.

She seems a bit uneasy in this artificial situation in which we meet. In past conversations we have discussed girls' basketball and other issues related to the sport or people we both know. But this time we were going to be talking about her, and I feel a sense of apprehension in her mannerisms.

When I think about how the desire to become involved in athletics begins, I immediately look to childhood. In these years, motivational seeds are planted that are somehow nurtured in adolescence and bloom into a career choice as a young adult. Athletic leadership is not the normal route that a little girl would choose for a career. When women identify their capabilities in athletics, it creates a tension or a cultural presence that is sometimes troublesome (Cahn, 1994). So why select this option? What is Ann's story?

Family Provides Initial Support

Family is the first encounter of community. Small as it may be, it provides for all of us, an entry into a microcosm of society. Family norms set the initial framework for the child to develop. Ann shares some of her early remembrances of family history as it relates to athletics. “My dad was really a good baseball player. I liked being with him when he went to games. I liked what he did, and he was really good at it.”

Ann shares that she has an older sister and a brother. I wonder if being the youngest in the family, the baby has any relevance to that competitive spirit? She continues to reminisce about her siblings. “My sister only played basketball, that’s all they really had then. But my brother, he was pretty athletic.” I probe more by asking about Ann’s mother and if she was an athlete. Ann responds, “My mom was not an athlete but she was very supportive of me. Her and dad drove to every college game I ever played in. That was important to me.” This support or approval was important to Ann. The cultural assumptions about women’s roles and what is acceptable begin at infancy and continue into adulthood (Block, 1979). Ann was accepted; her parents were proud of her accomplishments and supported her in her goals. They not only supported her through words of encouragement, but also by their actions in being in attendance at her games. She experienced encouragement; she felt successful. This familial support must be extended in order for women to maintain that interest in athletics once they are beyond the family boundaries.

The Support Extends

The base of support begins to widen as Ann matures. She shares that her dad was her first model in athletics, but the person that really motivated her was her first high school basketball coach. Ann shares:

I had a woman coach who was about 4 feet 11 inches. She was small but she was really a rules person. Whatever she said you had better do. I was a lot bigger than she was but I was afraid of her. I can remember when I was an underclassman; some seniors on the team broke the rules. She kicked them right off the team. I decided right then and there that was the kind of coach I wanted to be.

I pursue the role of mentor and ask if there is anyone else who impacted her decision to get involved in athletics. Ann displays no hesitation and goes on to name her college coach. She continues on to say that this was a rules person, also, but was an individual for whom she had the utmost respect. Ann says with a smile, “She was a great mentor for me.”

Ann does not talk about her accomplishments as a high school or college player. She does not site stats or MVP awards. Her memories of high school and college playing days are in the framework of coaches who made an impact on her. She did not list players, experiences with the team, big wins or hard to take defeats, but the women coaches who seemed to care enough to take that extra step to mold the framework for what kind of coach she wanted to become. The support of these coaches, these early mentors, provided the encouragement for Ann to continue her journey in athletic leadership. They were an incentive for her to extend her participation and interest in athletics (Thorngren, 1990). Positive encouragement and feedback served as the accelerant in Ann’s fire for athletics.

In time the young female athlete moves into the bigger arena of coaching. She is no longer the athlete who is encouraged to participate, but the coach who is required to lead. The early coach, just barely older than the students she coaches, is still discovering her self, identity, style of coaching, and coaching philosophy. What was the early Ann like? How did her student athletes perceive her? Who did she become as a mature coach, and how did she cope with the demands and stresses of the job? As a seasoned coach, what strategies did she use to adapt and adjust, even fight back, in order to establish credibility?

Establishing a Style

The young woman coach is anxious and excited to enter the coaching arena. She brings with her the experiences that she had as a member of a family, the participation experiences she had as a student athlete, as well as the mental and visual images of prior coaches who have had some type of influence on her. Now it is time to create her own image, her own personal history of experiences as a coach, to facilitate the continuation of the journey through athletic leadership.

Ann looks pensive as we begin to discuss her entrance into the coaching career. A mental recollection appears that is not pleasant. “I was tough, real tough. I was fair but tough.” She continues:

You know, a fellow coach once told me you really love your kids don’t you? She then told me then why don’t you tell them and show them how much you care? It made me think. It completely changed the way I coached. My kids call me softy. This coach’s comment to me changed my life.

Ann has taken the coaching experiences that she valued in her mentors, enhancing them by a gentle side that a comrade suggested, and shaped a new philosophy of coaching. She was picking and choosing techniques, strategies and personalities of

others' styles to shape her own. The knowledge of the sport, the techniques, and the strategies are important to the success of a coach. But Ann found the interpersonal skills of adjusting her style of coaching to the needs of the students was her most valuable lesson learned (Weiss, Barber, Sisley & Ebbeck, 1991). Knowledge was important, but of more consequence was the skill of how to motivate student athletes in an appropriate manner for them to be successful, as well as herself. Ann forgot for a period of time what made her want to be involved in athletics.

Training Opportunities

The quest for technical knowledge that is needed to be successful is a continual quest for all coaches. For women coaches, the opportunity to gain additional technical skill is difficult. Ann and I discuss opportunities to gain this knowledge in the sixties.

She shares with a smile:

It was tough. I talked to everyone who would listen. I talked with all the best boys' basketball coaches. I went to every coach's clinic I could get to and sent my kids to every camp I could get them in. All I did was basketball. I could not remember a Christmas that I spent with family or gave the kids I coached the chance to spend the holiday season with theirs. After awhile, I just couldn't believe that I was acting like this. I decided that things were going to be different, things were going to change, and I no longer even entered my kids in a holiday tournament. That is family time.

The educational opportunities for women coaches in the sixties were limited.

Women used any experiences they could in order to gain knowledge about their sport (Wishnietsky & Felder, 1989). Most of the educational opportunities were male taught and directed at the skill level and abilities of the male athlete. Most of the valuable training experiences for women coaches occurred on the job (Sage, 1989). This lack of an organized training system or educational opportunities opened the door for women to establish a hybrid style of a coaching philosophy that reflected

their feminine experiences as an athlete as well as the knowledge they obtained from fellow coaches.

Men and Women Coach Differently

The concept that women coaches have a unique philosophy that is gender directed evokes a discussion. Women do possess a particular identity that is reflected in their coaching style (Delano, 1990). But how are they different? I try to link through a comment by Ann the connection between the styles of men's basketball coaches and women's basketball coaches. I ask, "Do you think that men and women coach differently?" Ann responds without the least bit of hesitation and with a firmness and resolution in her tone. "Yes, I do. Women coaches are concerned with more than just winning. They value the team effort and personal responsibility--all of those things are more important than winning." "What about a woman mentoring other women--is that important too? Do you feel any sense of obligation?" Before I even get the question completed Ann chimes in:

That's part of it too. If they get better the sport gets better for girls. I don't care about an advantage; I don't look at it that way. The sport of basketball is better for the girls with better coaches.

I think about the young women coaches that I have seen enter the profession. I wonder in my mind if we have prepared them. I ask if we are moving women along too fast in the varsity ranks. Ann continues as if to finish my sentence, or at least to be able to look directly in my eyes and read my thoughts. She responds, "I think we are. We need to give them time in the assistant's role to develop their skills. There is a lot of pressure in being a varsity coach." I ask if she has witnessed young women in this pressure cooker situation. She responds, "They can't handle the stress. I don't think a

lot of them can and then, and then we lose them.” When one combines a lack of preparation with a level of stress that is an integral part of the job profile, frustration is the result (Stewart, Sweet & LaWana, 1992). Frustration leads to lack of motivation that may result in withdrawal. This premature push of young women coaches into the varsity ranks may be a contributing factor in their lack of confidence and ultimate failure.

Is there a reason why there should even be an effort to train, mentor and support young women coaches? The ability of women coaches to relate to young women athletes is an important factor for consideration. If the quality of the program is all that matters, is there any real concern who coaches as long as they do a good job?

Men Coaching Girls Teams and Women Coaching Girls Teams

The conversation moves on to women coaching girls and men coaching girls. I am not sure how we got there but, indeed, it is a topic that has come up in discussions that I have with women coaches. Women coaches often profess that there is a difference for the girl athletes in their experience in athletics by being coached by a woman. The dilemma is posed to Ann. She hesitates before she responds; she spends a little time pondering the question, then replies:

I think that there is. Women coaches understand how girls feel, how girls think. You know when we won the state championship, a reporter interviewed me and asked, well coach, what’s next? My response was well we will work as a team for another state championship. And then another incident happened right after the state championship that I will never forget. A fellow male coach at the school I was teaching and coaching at advised me that I should have a male assistant coach rather than the female that I had in place. I asked him why? He responded that a man knows more about basketball, much more than a woman ever will. We had just won a state championship! I told this male coach in no uncertain terms that I never knew that having two balls made you smarter than having someone with two boobs.

I laugh; Ann laughs. Yet in some sad way the laugh does not hide the history and stereotyping that woman in athletic leadership positions must confront and deal with on a day-to-day basis. The labeling does exist, even for a coach like Ann, even for a champion. The lack of encouragement and lack of credibility displayed by peers does not nurture a sense of empowerment for women coaches (Starcevich, 1999). Women still need permission to be outstanding in their field (Nelson, 1996).

We get back to being serious again and Ann moves right into her next thought that is still related to male coaches. She shares:

You know, I was talking with a male coach who coaches a girls' basketball team and ask him if he was interviewing for another girls' position in another school. He responded no; all their talent is graduating this year. I don't want to coach there. You see that's what I mean. I don't think like that. I would be thinking that this is a building year. I would be there for the kids whether there was talent there or not. You owe that to them. Another male coach in the county who has a successful girls' program told me that he is looking for a boys' position because he doesn't feel that he is going to get the recognition he deserves coaching girls. And then there is someone like Larry. There's a guy who knows how to coach girls. I really respect what he has done with his program. You know he came to my practices when he started and just watched me.

I think back on Ann's reflections of how when she started she sought out the best boys' coaches she could find to watch how they practiced what they did. Now she is the one that was sought out, that was modeled, not only by young women coaches, but also by men hoping to model her program.

The motivation of a woman coach is the enjoyment of the work, the challenge of the job and the ability to work with young athletes (Stevens & Weiss, 1993). In a secondary role is the desire to win, but never at all costs. A woman's way of leading is different. Women emphasize the importance of voice over vision (Helgesen, 1990). Communication and connectedness are goals that are pursued (Belenky, Clinchy,

Goldberger & Tarule, 1997). Women also share this hybrid philosophy of competence and caring. The athletic information they possess is power, and that power is shared with others (Fisher, 1998).

Role Models

Role models are seen as people you look up to, someone you want to model, a movie star, an actress, or a recording star. I tease Ann, “If this woman thing is so important, where did you get your feminine role models?” Ann starts to laugh. “My mom was one who would smack me up side the head if I wasn’t respectful and polite. So, the first woman role model that I had was my mom. Really, I don’t know if other coaches would really call me a lady? In fact, when I started coaching they told me that my girls do not play like ladies.” “What does that mean?” I ask.

They told me we played too aggressive. We always played hard and aggressive but we never played dirty or unsportsmanlike. Some people seemed to think that was unladylike. In fact I always had my girls dress up for game days in skirts and dresses when I started out. That was until I received a comment I will never forget from one of my fellow coaches at the school. I always wore a suit or a skirt and blouse to coach in. One of the male coaches made the comment early on in my career, I like to watch you coach on the bench because you always put on a show for the guys. It hurt me. I never wore a skirt again. It made me self conscious.

She pauses to collect her thoughts and her emotions. I can still see the tears in her eyes; hear the sadness in her voice. She carries this comment as a hurtful learning experience, a kind of building block that made her stronger rather than tearing her down. As I recollect seeing her coach over the past fifteen years, I have never seen her in a skirt.

The role models for Ann--her mother, her high school and college coaches--none of their mentoring and modeling prepared her for this. This stereotypical comment

that negates the athletic ability of Ann and gives emphasis to her appearance by a sexual innuendo challenges her coaching qualifications and spotlights her sexuality (Steil & Whitcomb, 1992). She was looking for support as a professional and instead received reinforcement that she looks good as entertainment. Ann did not want to be the trophy; she wanted to win the trophy (Delano, 1990).

Personal Sacrifices

Women in athletic leadership often live isolated lives (Fisher, 1998). Coaches spend long hours with student athletes and often do not have time for family, friends, outside interests, and personal needs. Sacrifice comes in two forms. One is professional; the other is personal. We stop discussing technique, philosophy and style and move on to a self-analysis of the cost to enter into the journey of athletic leadership.

We discuss the personal sacrifices that Ann had to make to be involved in the career choice of athletic leadership. She shares that there have been many and continues: “I already talked about the time commitment. But early on in my life I decided that if I got married I would never have children. I really wanted to devote my time to young adults. You know I was engaged once. The reason why we didn’t get married is because he wanted to have a family and I didn’t.” “Do you miss it?” I ask timidly. She responds, “Yes, I do.” We both just sit and make direct eye contact. I have never seen this side of her. In fact, I had thought that the single life had always been her life style choice from the beginning. I do not know if she has ever shared this side of herself with anyone. I think about her comment that no one even thinks of her as a lady. I wish that they could see her now, or maybe not. Her limited scope of

being a lady that is respectful and polite was expanded to a strong, yet loving and caring individual. I think of Nelson's (1996) comparison of scrimmage pinnies being like aprons that signified a time when women did not have choices. Ann viewed this decision of making the choice not to have a family as one that would complicate her pursuit of a career in athletic leadership. She did not see the role as wife and mother and coach as complimentary (Everhart & Packianathan, 1998). If Ann could not make the connection, how would others make it?

I felt as though I was permitted to hear a great secret that I needed to cherish and protect, and yet I felt compelled to understand. Yes, Ann grew that afternoon; I grew too.

The conversation moves back from personal to professional. We had progressed through peaks and valleys of her development as an athletic leader. We had discussed both professional and personal experiences and their contribution to her development as a person, as well as a woman coach. I ask Ann, "If you had some advice for young, female coaches what would it be?" She waits, thinks and then speaks:

Be tough, this is a tough job. You have to be able to tune out parents. The parents are looking at your coaching from their child's point of view. I am looking at it from the team's point of view. I always tell my kids that they can come and talk to me. Sometimes they may not like what I have to say but the door is always open. You will sometimes be alone. When we met as county coaches thirty years ago to discuss women coaches' salaries, I was the only woman on the committee. Many of the men did not understand and equity was not a priority to them.

The knowledge that is shared by an experienced coach is a valuable asset to the novice (Priest, 1990). Ann cautions new coaches on barriers that they may experience (Thorngren, 1990). You can not avoid them, but you must be prepared to face them.

Title IX and the Number of Women Coaches

Since the passage of Title IX there have been a vast number of coaching opportunities that have opened up for women. The female student athlete numbers have grown in great numbers since Title IX's passage (Acosta & Carpenter, 1992). The amount of sports offered for young women athletes to participate in are numerous and varied. Why then do the numbers continue to decline for women coaches (Acosta & Carpenter, 1998)? Ann responds, "I think that women still feel that commitment to family. At a certain time they still feel they need to be home. The mother instinct is still a strong thing." A strong thing, indeed, it was for her. She had made that decision herself some thirty years ago. She had made the choice for career and not a husband and family. I reflect on how many times I have heard women coaches laugh about what they really need is a wife to cook and clean and take care of all of those family things, and to have a nice warm dinner waiting for them when they get home. I imagine the life alone and can understand why many women have made the choice not to coach, a tough decision with a great impact on the number of women involved in coaching (Thorngren, 1990).

I extend the discussion to career choices of young female athletes today in the world of professional opportunities. Previous choices were a teacher, or maybe an athletic trainer, but what about today (Stevens & Weiss, 1993)? Ann smiles, "Oh yes, I decided that I wanted to be a PE teacher right at the beginning because I loved sports. Women can be involved in sports at the high school and collegiate levels and have many career choices to make today, not just education. The qualities that athletics give you are valuable in many professions."

The seven to three teaching job has been transformed into the eight to eight corporate job for many young women. Leadership skills of young women athletes have been recognized by the corporate world as a valuable commodity (Biddle, 1999). Therefore, the number of former female athletes that choose to enter a profession that is compatible with coaching has decreased (Acosta & Carpenter, 1998, 1992, 1990). There are more girls' teams to coach and less women in the pool of candidates. A void is created and filled with capable and able men.

Summary

The decade of the 60s was one that was filled with opportunity and change. Many doors were being opened up for women and the career choices were varied. Women were being challenged to discard their traditional female roles and venture out into worlds that were once closed to them. The era of women's liberation was, however, tempered by the realization that society's perception of women's new found freedom was not at an equal pace to the rapid growth path that women had anticipated. In Ann's case the remembrance of her journey has come to a close.

Ann takes a long breath. It has been a long but valuable process. She thanks me for the opportunity to be involved in the study. I thank her for the privilege to have the opportunity to share in her experiences, and yet feel a sense that I should be a protector of her inner-most thoughts and feelings. The time went quickly; the process was enjoyable; the experience was rewarding. I mentally review the laughs, the comments, the gestures, the mannerisms, the retorts to the male coaches and the tears in her eyes. All of the experiences create a mental picture of the journey of Ann through the career of athletic leadership. The conversation has ended, but the

knowledge gained from the experiences of Ann's journey will continue to live on. The decade of the 70s brings new opportunity as well as new challenges. The liberation of the sixties sets the stage for more opportunities for personal and social growth in the seventies.

The Decade of the Seventies

The 1970s brought an end to the Vietnam era. The Watergate incident was top news in the papers, and Richard Nixon was forced to resign. Gerald Ford becomes the president. People in the United States have a realization that over consumption of natural resources is a concern, and technology enters the workforce (Marshall, Sears & Schubert, 2000). Civil Rights Legislation and the Gay Rights Movement are prominent in the press (www.scopesys.com). People are waiting in line for gasoline for their cars and really do not care what the cost will be. There is an oil crisis going on in the Gulf, and people in the United States are feeling the implications. Title IX legislation was passed that provided a level playing field in athletics for women (Federal Register, 1972).

In the world of sports, Christa Vahlensieck sets the world record for females in the marathon at 2:40:15.8. Japanese Junko Tabei becomes the first woman to reach Mt. Everest's summit, and Brian Oldfield set a record in the shot put with a throw of 75 feet. Billie Jean King establishes the Women's Sports Foundation, which is one of the first national organizations that give women a voice.

In the entertainment world disco was the craze. Saturday Night Fever was a popular movie, and the best television show was Mary Tyler Moore. Families went on vacations together, went bowling together, and still attended church.

Life was a little less stressful with the threat of the Vietnam War gone, but the veterans still had to cope with the after shock. Soldiers came home both physically and psychologically bruised from the war. POW stickers were seen on the bumpers of Americans cars. Women were an important part of the economic picture. Women were still in the process of transformation from the traditional roles to a vital component of economic growth (Marshall, Sears & Schubert, 2000). The rights of women, as far as the choice of abortion, were also being challenged in the Supreme Court. The country was in a phase of transition.

Meet Beth

Beth is a homegrown product. She was born, attended school, and is now a teacher in the same county of her birth and childhood. Beth is a seasoned, successful coach. As a white woman, she has coached numerous sports in the county with a high level of success. Beth is currently coaching two girls' sports basketball and lacrosse at the school in which she works. She is known to be demanding of her athletes, as well as not afraid to voice her opinion to an official, or even to a fellow coach. She is well respected by both male and female coaches for her knowledge of the game, as well as the tenacity of her players. She is a coach who plays by the rules, but her teams play hard and aggressive. She is a physical educator at the school where she coaches at and has been at the same school for her entire teaching and coaching career of thirty years.

Family Support Set the Framework for Athletic Experiences

Family offers not only the first experiences that an individual may be presented in life but also the first experiences of motivation and feedback (Bandy & Darden,

1999). The child, therefore, is guided by encouragement or rejection of the family. Behaviors are categorized as appropriate or not appropriate by parents, siblings and friends (Squires, 1982). A child learns to be who they will later become by the consent and support of those around them.

Family relationships are important to most of us. Beth also has family remembrances that impacted her journey. She shares, “I am one of five children. There are 3 girls in the family and 2 boys. My oldest brother played football and my father coached farm league baseball. He was very involved in baseball.” Beth goes on to tell me that her father and mother were older, and an older sister and two brothers were born in the early years of her parents’ marriage; she and a younger sister were kind of the late bloomers. Beth mentions that her older sister was more of a second mother--a caretaker--and really did not exhibit athletic interest. She shares that she and her younger sister were very close. I ask Beth if her younger sister was an athlete also. Beth smiles:

She was probably a better athlete than I was but since we were so close in age, she never did anything alone when she was young. We did everything together when we were young. I was eighteen months older than she. This sounds like I’m being cocky but she kind of idolized me. I treated her nicely. We never beat up on each other. It was just the two of us we had to stick together. Our parents were older. My mother was pursuing a nursing degree and my father was working a 40-acre farm during the day and was a prison guard at night. So he would work on the farm all day and then go three to eleven on the prison job. So the two of us were very tight. I felt that my little sister did not want to be in competition with me. And it wasn’t until I graduated from college that she started playing recreational softball. Actually, she is a better athlete but we never got into competition. She was good at her things and I was good at my things.

“What about your mom, was she an athlete or supportive of athletics?” She laughs:

My mother was supportive of me being an athlete. But with all of the injuries I had she used to tease me and tell me that I should have been a singer. My parents were always proud of my accomplishments. Even when I started coaching my

mother kept a scrapbook of all the articles and she was very proud that I was the first college grad.

Beth had assumed a support role for her sister but understood that her parents were comfortable with who she was (Bandy & Darden, 1999). Even at this young age she stepped up to be a role model for her younger sister (Lough, 2001). While mentoring a younger sibling, she also provided an opportunity for leadership skills to be developed in herself. These early experiences set a path for later career decisions.

Experiences as an Athlete Set the Foundation for the Career

Beth is a graduate from college in the seventies. In the mid nineteen sixties she was ten or eleven years old. Hopscotch and hula hoops were in; the Beatles were not. Little league was in for boys and ballet class was in for girls. The elementary years and the junior high years had limited experiences for young girls in athletics. Beth's opportunities were presented to her through teachers, not coaches. She shares:

In middle school I had excellent teachers. They were my role models and mentors. They were the people that I wanted to be like. I wanted to be a P.E. teacher. I was just talking to my daughter yesterday when I took her on her college visit. She is totally undecided as far as a major. I knew in high school that I wanted to be a Physical Education teacher. I never changed my mind. I never did any wavering. When I had my first knee surgery when I hurt myself in gymnastics, I was so upset that I would not be able to pursue the career in Physical Education. They couldn't fix a torn cartilage back then like they can now. Now you're back playing in two days. That is the only time that I thought I might have to change my career choice.

She pauses and nods her head and says, "That's what I always wanted to be when I grew up and I never changed."

Beth seems comfortable and confident that her career choice was right (Hart, Hasbrook & Mathes, 1986). It was more than just right; in some ways it was her

destiny. She is proud to be a teacher. Beth smiles, “Yes first teacher in my family and first college graduate.”

The experience of women athletes in this era had limitations. Beth was pre-Title IX, and athletics were more recreational than competitive (Butcher & Hall, 1983).

Beth shares her high school and college experiences:

I was in the pre Title IX era. I had no high school sports, as we know them today. Even when I went to the University of Maryland, it was a club type activity. For example, when I went out for the basketball team at Maryland, they kept twenty-five girls on the team but only fifteen would dress and play in a game. It was not like the level that it is now.

“So you had no high school sports?” I asked. “No we had something called play days. What would happen is during the year, when it was volleyball season; we would all get together and practice at the school. Then we would all go to one school, one time, and play a round robin type of tournament.” “When did girls’ interscholastic sports start in this county?” I ask. “Two years after I started teaching, girls’ sports started. I was a jv coach one year then moved up to varsity.”

Friends are an important influence in the developmental process of a young woman. A self image is sometimes influenced, as well as supported, by those with whom one associates (Barrett, 1988). Beth shares the relationship that she had with her peers. “I had a group of friends that were together from first grade on. But were they athletic, actually no. Those friends still remain my friends but they were not involved in athletics. I made friends later with people who were involved in athletics.” “Were you ever embarrassed by your athletic ability?” I inquire. Beth pauses and thinks:

At times, yes and I think that was early on in my career. I was afraid of being labeled. You know the phys ed jock dike type. And if you would ask any of my

early former players way back they would get so mad at me anytime we went to an away game and they had to wear a dress or a skirt. They would almost kill me because they had to dress up. I didn't want to be labeled like that. People thought that there was something less attractive or less feminine about you because you were in sports. That kind of thinking affected me a lot throughout my life.

“And how did you work through that?” I pose. “ I think that you just mature. Even today, if I want to introduce someone who is a superior athlete and it's a female, they already form a picture of what she is going to look like. She is going to have that image.”

Role models step in and out of the athletic journeys of many women coaches (Gunn, 1995). Mentors may assume different roles as teacher, confidant or friend.

Beth shares an important mentor in her life:

My high school PE teacher. I wanted to be just like her. She guided me so much into trying to be a good person. I wasn't a superior athlete. I had to work at it. That's one thing that she taught me that if you work at it you would be even better. Those people who things come naturally don't know how to break things down to teach someone. There was never a challenge that she thought I could not handle. She was fair, honest, and tried to go out of her way to do nice things to just make people feel good. I think that is what teaching and coaching is all about.

Beth shares a remembrance of herself. “ I always tried to be the best I could be. Don't be cocky be confident. To be a winner you have to be confident but you don't have to be cocky.” I watch her face as she nods in affirmation of her remarks. I can tell that she lived by that statement as a high school student, but it still seems to be important now as a high school coach. The opportunities to be involved in athletics as a player set a framework that Beth used in her decision to make athletics her career choice (Anshel, 1990). She was accepted as a female athlete (Hough, 2001). Would she also be accepted as a female coach?

The Choice to Coach

We start to move now into Beth's adult experiences. We have talked about other coaches who have influenced her but now it is her turn to reflect on her own journey as a coach. What is it that makes women choose to enter a profession that is dominated by males? I ask, "So why coaching? Why did you make the decision to go into athletic leadership? What gave you that inspiration, the insight to make that decision some thirty years ago?" Beth says:

I felt that what you do after school brought so much more to the kids than what you did during the day. Just being there with them was important. I stayed after school every single day when I started. We had to go home one time because school was closed early because of the snow. I was upset. I thought what would I do. I was always involved. Even as a young kid I used to come to the games with my older sister. Our current athletic director was the athletic director back then. I used to sell cokes and hotdogs for him back then. I was always at the games. It was like a miracle that I got a job here at this school.

I pause and think about that statement and the reality of it. A small old school, in a rural area, with limited facilities, and she thinks working here is a miracle. It is a personal perspective, but an important one to note, in her decision making process through her journey in athletic leadership. Beth sees this place as special, a dream come true that she would be able to coach at this school. She sees value in her job (Stevens & Weiss, 1993).

Beth started coaching the very first year she started teaching. She responds:

I coached all three seasons, volleyball, basketball and softball. I did that for a long time and then when I was pregnant with my first child my husband didn't think that it was such a good idea to coach softball. You know those line shots down third base. So I gave up softball. If there was anything that my Athletic Director wanted me to coach I would do it. I was the go-to person. I've coached so many things that one year the kids gave me a letterman's jacket, because when I was in high school girls could not get a letterman's jacket. The kids asked me, 'Coach you didn't get a letter jacket in high school?' I told them no girls could not get a jacket back then. So the kids got me a letterman's jacket with a pin on it

for every sport that I ever coached. The jacket was nothing but medal with all the pins.

I ask her why she thinks that other women get involved in coaching. Beth looks a little puzzled and she shares: “I think that anyone who goes into coaching had someone that they looked up to. I think it would be rare if someone said they went into coaching and no one influenced them.” I ask, “Have you influenced someone?” She smiles, “I hope so. I think so.” The choice to coach by a woman is not a choice that is made through rose-colored glasses. Rather a woman goes into it with eyes wide open (True, 1990). She understands the commitment that is involved in the choice (Stewart, 1993).

Gender Dictates Style

The idea of influence opens the discussion of styles and mannerism in coaching. I ask, “Do you think that women and men coach differently?” Beth responds quickly, nodding her head as I complete the question.

I think that maybe when they first start they do. But the advice that I give to men coaches who coach girls is that it is not any different than coaching boys. They think, ‘Oh my gosh I’m coaching girls and it’s going to be different.’ I have to do things differently. I have to treat them differently. They are capable of doing the same things. I think that men lower their expectations until they work with girls. Kids perform to the levels that you expect of them. So I think that in the beginning they may think a little differently but once they’re into it I don’t think they do anymore.

Beth is addressing the expectations as far as skill development and potential, but I wonder about the philosophy of men and women coaches--is there a difference in the genders? She smiles. I can see the images running through her head like one remembers family videos. She shares:

I think that there is a difference in philosophies. I think that their (men’s) egos take over. I think that they think that just because I am a male I can do a better

job. Here's an example. One of the male coaches and I got into a big dispute and we finally mended our ways because he realized that he was being a total jerk. He was always so quick to say that he looked up to me da, da, da, da, da, da. But we were playing him and he is beating us by 40 points and he puts his starters back in, for the last four minutes of the game. Come on what are you doing? But you know what comes around goes around. I'm a person of few words but I told him, you know that's totally a no class move. I told him right there face to face. I didn't go to the paper or say anything to anyone else. I said it right to him that I didn't appreciate it. You know I have been on both ends of a game like that and someday he will be on the other end. You don't need to pad stats and stuff like that. I think that men get into that. They want their name out there. They want someone to know how many games they have won.

Beth's face becomes a little red as she speaks about the episode. The memories of the action of the coach as well as the discussion is still vivid in her memory. The discussion brings the situation to light again. She is experiencing this difference in philosophy again through her recollection of the story (Denzin & Lincoln, 1994). The difference is not only philosophical; it is personal (Stevens & Weiss, 1993).

Equal Opportunity

We move on from the specifics of Beth's experiences to more of a global approach to her view of women's journeys through athletic leadership. "What about opportunities, are the opportunities out there for women?" Beth is shaking her head before she responds:

I think that there is still room for improvement. I don't think it's equal. If there were five coaching spots open for three boys' teams and two girls' teams, I think that I could apply for all five positions but I don't have a chance in getting them. Even if I was totally qualified. If it was the same scenario and a man put in for those positions, I think that they could get anyone of those jobs whether it's for the boys' or the girls' teams.

"Why do you think that?" I question. She comes out on the offensive:

I think that they think women are not able to handle the obligations and responsibilities and say the personalities of an all male team. I think that I could handle an all male team. In fact, if our boy's coach retired, I feel that I could put my application in for that team. I have no doubt in my mind that I could handle

them. But then they would say, ‘Well she can’t watch the locker room.’ They would find some kind of excuse why I couldn’t get it. But you know if he applied for mine it would not even cross their minds if he wanted to coach the girls.

“Is it that society thinks that way or just people in school administration?” Beth has a calm but serious look on her face; she coolly responds. “I think that all of society is that way and it filters down to people in charge of athletics. Society still has beliefs that are coming down.” “Do you think that women in athletics are still battling the competence thing?” I ask. She smiles, “Oh yes.” I ask, “Do you think parents still think that even though a women coach is pretty successful, you still have to prove your self?” Beth rolls her eyes and smiles, “After twenty eight years it’s even worse now than it was in the beginning. All the fathers think that they can do a better job and that they have the answers. She should have done this or she should have done that. I fight that all the time more now than ever.” It has been over thirty years since the passage of Title IX (1972). The credibility of women coaches is still being challenged (Thorngren, 1990). Women continue to strive to be worthy (Starcevich, 1999). Encouragement and empowerment are vital to their success.

Personal Sacrifice Versus Rewards

What is the motivation that encourages women to enter the field of athletic leadership? The enjoyment of the work, the challenge of the job, and the fun in coaching are all motivational characteristics (Stevens & Weiss, 1993). But are they enough? The memorable moments, are there many of them? What would they be?

Beth shares:

There’s more than one moment. Every state championship was memorable. What we as a team went through in order to get that. I know in my heart and in my head how much it will mean to those girls. I get goose bumps right now just talking about it. There are kids out there that will never have that experience. If

you go back to all the girls I've coached and you ask them to give you the top two things that have happened in their lives not just sports but in their lives that they remember the most, if they have won a state championship, I bet you my next paycheck that would be one of them. Another one might be the day they got married or the day they had their first child, but I guarantee that they will say that there is nothing like winning a state championship.

"So all of them were sweet?" I ask. She smiles and grins and slowly says, "Oh yes."

This euphoria of the win has to have an opposite side. I wonder if after 30 years of coaching there would be reasons that would make Beth leave. I share my thoughts and she shares hers.

There was never a time that I doubted doing it. There were times when I said do I really want to continue doing this? Sometimes the battle gets harder. You are fighting with more parents. I have more parent problems than ever. And the kids are not as dedicated as they used to be. Parents don't force kids to live up to commitments anymore. The times are a changing. But there was never a time when I said that I should have taken another career path. There have been times when I have said to myself, am I making a positive impact on these kids? If I am I want to continue. If I'm not and I have reached a point where I'm losing it or I'm not motivated to do as much then that's when I want to get out. If I wish I was someplace else, then it's time to step aside.

"That hasn't happened yet?" I whisper. Beth smiles, "Not yet." She pauses, then continues:

I have thought about it. I have talked to other women coaches. It always makes me feel better to go and talk to Pat or Ann. They are my mentors. Pat told me a story about her interaction with the kids she coached. Pat says that she went into the locker room and her whole team was bitching and saying she didn't play them because she didn't like them. Pat went into the locker room and said to her team, 'Girls you want to know if I like you? I don't like any of you. I don't need you as a friend. When I go home I am not going to dial any of your numbers and talk to you. I have other friends. So if you think that I'm not playing you because I don't like you, you're right. Because I don't like any of you.'

Beth laughs and says that every time she has a problem with her team she thinks of Pat, and somehow the problem does not seem to be so large. The encouragement and support of other female coaches are important for Beth (Thorngren, 1990). The visual picture of Pat's stories brought Beth some consolation. It gave her a sense of

perspective. She linked her life experiences with another for guidance and support (Barber, 1989), offering her a sense of connectiveness (Gilligan, 1982).

The memories of Pat soon fade and the tone becomes much more serious as we move into the personal sacrifices that Beth has made to take this journey of athletic leadership. She becomes more serious; even the tone has now changed in Beth's voice. She is both pensive and emotional in the manner of her delivery. She shares:

Definitely sacrifices. There was lots and lots of time away from my family and children. I had two kids. They were with me as much as possible. In fact I have a picture right here. This is me holding Suzy in the middle of a game. I had to give her an orange slice to keep her quiet while I was coaching. The principal used to have a picture of me in his office. I'm on the sideline in a huddle, with a child on my hip, trying to coach and waiting for someone to come up and pick him up. Coaching took a lot of time.

"How do the kids feel about that now that they are much older?" I ask. She smiles. I think that she was still reminiscing about the times that they were small. "They remember it in a positive way, which I'm glad of because they got to spend time with their mommy whatever the sacrifice was. They got to come to practice and dribble balls." She pauses then adds, "But my family then was the bus drivers."

I think about the time commitment that coaching requires. I know that Beth's life has changed. The husband is no longer a part of her life, and the children are grown, and for the most part, on their own. The flashbacks of memories are colored with positive experiences of her interactions with the children but the reality of what a lack of time does to relationships is evident in her mannerisms and reflections. The role conflict is still a memory even after twenty-eight years of coaching (Acosta & Carpenter, 1998; Felder, 1990; Hart, Hasbrook & Mathes, 1986). Beth cannot capture

the lost time with family; she can only weigh it with the rewards that she has had from her involvement in coaching.

Responsibilities of Women Coaches

The conversation turns to the role that mentors play in a woman's journey through athletic leadership. Is it important to see women modeling successful coaching? Is there an obligation to be a role model for others outside of the coaching job (Kuga & Pastore, 1993). Beth responds:

I think so. I think everybody does have to be a role model. That is the point that Ann and I try to get across when we are interviewed by the paper. We were trying to get across the idea that we feel we need more women coaching women. They need someone to look up to. To know it's ok, it's ok to pursue and what you can accomplish and what you can be. Women should try to be a good role model. I think it's real important.

"Do you have a personal role model I inquire?" She responds quickly, "Pat Summit, I would love to meet her. I almost did this summer. I've read her book and her philosophies on coaching, the way she coaches, her intensity. How she thinks is a lot like me. I don't know her personal life but what she portrays or writes about is good and I believe in it." The words responsibility and obligation are huge additions to the plate of a woman who is trying to be a successful coach. She is not just concerned for her own program but also feels some kind of a duty to mentor (Carpenter, 2001).

Beth agrees:

I don't know if I would say it is a responsibility for all women coaches but I personally think it is a responsibility. I am now at the age of thinking about retiring and leaving coaching. I thought to myself that I must mold someone for the future. This girl who came to our school was gunho about being here and wanted to be here and coach basketball forever. But she got married and had a child and her husband said, 'You don't ever have to work again and you can stay home,' so she is not going to coach anymore. So I thought I can't find a replacement for me for the future, I have to coach for now. A friend of mine who used to coach told me that once she left coaching and walked out it would be

over for her. She said I follow the team in the newspaper but I will never go back. She said she could not torture herself that way.

I ask, "Is that how you are going to leave?" Beth nods and replies, "Uh huh."

It is a difficult balance to maintain. Women mentor fellow women coaches and yet must remain competitive with them. They must strive to be the best, and yet take others with them on the journey. Beth attempts to be a winner and yet wants to be a nurturer (Hardy, 1990). Beth smiles and shares:

That's tough! That's a tough one because I feel that I have mentored lots and lots of kids. Not just the ones that I have coached but also for some that have come back to coach against me. And I know one thing that they would really like to do if they are coaching against me is to beat me. But that's not a bad thing; maybe just to say they beat one of the best. Valerie is one who always wanted to beat me. She was a friend of mine, but it wasn't a bad thing. I took it as a compliment. I would say to my kids that this is a friend of mine and I used to coach her but we are not going to let her beat us. So if you want to see me in practice the next day you had better do your best. And my kids know how close Ann and I are. When we play each other we might as well just go sit in the bleachers because we are talking all the time throughout the game. But I would tell my team: We are playing Central and I know that coach and that team will never give up. I don't care if they are 0 and 19 they are going to do the best they can and they are not going to stop because their coach doesn't allow it. It's kind of a mutual thing. But do we want to beat each other. Oh, yeah!

"I try to dig a little deeper and ask do you want to beat Ann more than you want to beat Larry?" Beth smiles:

Oh no, I want to beat Larry. Ann and I call each other when we play him. I have knocked him off twice when they were up there at the top. When we beat them another male coach in our county told a reporter it must have been a mistake that we beat them. He said you have got to be kidding South beat Central. So when we heard that it just got me and my kids fired up. I said to the kids, 'Do you see that coach did not believe that we beat Central. When we play him this week let's show him that it wasn't a mistake.' That's all fun. It's stuff that you put up on a bulletin board.

Athletic leadership roles and coaching expose women to competing with men for positions at many levels. Competence is challenged (Suggs, 2000a). Women may feel

superior, equal to or inferior to males when competing for a job. Beth responds to this self worth question. “It’s hard to say because I have never competed with a man for a job.” “Would you consider putting in for the boys’ job if it opened up?” Beth grins:

Yes, I would if it came up just to prove a point. I could handle it. It would be easier in some respects. I tease my kids that you think like a girl. If I had a boy on the court they would not be looking up to see where their girlfriend was. If they were falling out of bounds they would think about throwing the ball off of the other person. They have a court sense.

Beth has experienced stereotypical comments of creditability from parents, and yet places those same stereotypical characteristics of female athletes on her team (Schroeder, 1999). She has made the same assumptions that others have made that women are inferior in their ability to be aggressive, to do what it takes to be competitive (Acosta & Carpenter, 1992). The influence that history and past experiences have on an individual’s perception of others cannot be minimized.

Title IX Standards and Society Norms

There is no disagreement that Title IX has made an impact on athletics. It caused an explosion for young female athletes to have an arena to showcase their athletic skills (Acosta & Carpenter, 1998, 1992). Beth shares her thoughts on the law and the impact she has observed:

If it wasn’t for Title IX we would have continued in the downward trend of not participating. That was the reason why I had no interscholastic athletics in high school. There was no Title IX. There was no law that forced equality. We have to have it. It needs to be enforced and I’m all for it. We cannot let society dictate the standard.

“So how do we explain the phenomenon that there are more girls participating in athletics than ever before and less women coaching them?” Beth says:

I think that there is more money in coaching now than before but you have to get to that level first. I think the women still have the responsibilities of a family and

children that men don't have and they cannot advance so easily and quickly. That is if they want to have both. If they want to coach and have a family, it's hard to have your cake and eat it too. I still think that as you make your way up those steps to higher levels, especially at the college levels, getting there is not equal. Yes, I get paid the same as the boys' coach, but I had a price to pay. That was my biggest regret is taking all that time away from my family but if a man had all that time away from his family no one would even think about that. I don't think that time away from his family would be on the top of his list of regrets. You read something now when a male coach gets older that he's retiring to spend more time with his family. Shouldn't he be worrying about all the time in the past that he didn't ... not the time in the future? So I think that the steps that women must take to get to a higher level are hard to achieve. If I did not choose to stay here I could have made a heck of a lot of more money in my career. Would that have made me happy? I don't really know. I am happy with what I have done and what I have accomplished. I feel that I could walk out of here tomorrow and be very pleased with what I have done with no regrets. Mainly I feel that I have touched so many lives.

A sense of personal satisfaction comes over Beth. The law established the framework, but decisions that Beth made in her journey to extend the law, to make it personal, made a difference to her. Some people do not understand the dedication and commitment that women in athletics possess (Fox, 1992). Title IX satisfied the legislative need to make a difference. But people use the laws to make a change in societal norms.

Obstacles to Personal Growth

Obstacles to professional and personal growth are a part of everyone's development who has a desire to improve. The obstacles that women in athletic leadership experience in their journeys may be career specific. Those who have the power to encourage or prohibit the road to growth are an important consideration. Obstacles also may be self-inflicted. We discuss the idea of such self-inflicted pressure. There also may be personal challenges that the female coach herself creates to be an obstacle in her journey. Beth shares:

I think that it's true that we do but you will see that in females over the whole spectrum of occupations, not just sports, but it's definitely in sports also. It seems like a small percentage of women are go-getters and don't believe that anyone can stop them and that they should be equal. And there's a large percentage of men that think that way. Men from beginning of time have been taught to think that they are the leaders. They are the ones that should be in charge and that they can do whatever...they should be taking care of the lesser sex. We are trying to change this but there are still many men who think that.

"Do you think that psychological wellness is an important aspect of a woman's success in athletic leadership?" I ask. Beth thinks for a moment and then responds:

The mental part of it, when you're in season with the kids is tough. I thought I wanted to be a guidance counselor but you know with the kids I have, I have the biggest opportunity to be that by being a coach. During basketball season I am with these kids more than they are with their mothers and fathers. I have the biggest influence on them. But it takes a lot of time because you're dealing with everything at home that happens to them, puberty, and stuff with just growing up and happening with their peers and coaching situations and stressful situations. There's a lot to deal with there.

The obstacles for Beth seem to be in two categories. The first obstacle is one that is influenced by society (Elbaz, 1987). The expectation that a woman's drive for success, the need for a sense of accomplishment, and the importance of family are different than her male counterpart is unfounded (Bandy & Darden, 1999). The needs seem to be more human nature than gender designated. Some obstacles, however, are more gender specific. The self-imposed obstacles such as emotional exhaustion and attempting to depersonalize oneself are outcomes that contribute to a de-evaluation of one's profession (Judd & Pastore, 1992). Marital and parental value systems cannot be overlooked (Hasbrook, 1990). The stress that is created by the quest to be the perfect wife or the all American mom still exists in today's world (Thorngren, 1990).

A Time for Self

Beth's journey has covered her life in many perspectives. The life of the child, the sibling, the player and the coach have all been enlightened. Most of the experiences have centered on others (Helgesen, 1990). The question that comes to the surface is, do you take time for yourself? Beth smiles, "More now than I use to. Up until last year in 28 years of coaching I never missed a game." "Do you coach differently now?" I ask. She nods:

Yes, definitely. I'm calmer; the game isn't worth a heart attack. When people said they used to see stars; I never knew what they were talking about. In one game I yelled so loudly that I saw stars shooting by. I thought this is ridiculous. This isn't worth it. I still have to be in the game but I'm definitely calmer now.

Yes, Beth is calmer now but what about some sense of satisfaction, a sense of peace with the career decision (Stevens & Weiss, 1993). Beth elaborates:

Yes there are a lot of tough things to deal with but there are still enough kids that appreciate what you are doing to keep me in coaching. Seeing the kids come back or meeting a kid out at the mall or coaching daughters. Last year I had four daughters of former players on my team. That's neat! To see them keep coming through.

Beth feels a sense of connectiveness with her students (Gilligan, 1982). This quality is important to her. The connection with her student athletes provided in some sense a legacy to her and her program. In remembering those instances, Beth almost forgets about the bad times in her journey through athletic leadership, but when asked, she still recalls them. Beth looks out into the room, not at me but to the past that she seems to be reviewing in her mind. She says:

It crosses my mind more than once the sacrifices of my time that I had from my own family. I've never had too many big disappointments, I used to be disappointed when I was younger. I would have some really awesome players that grew up in a rural area and the only out they had was through a scholarship. I would get them something and they would turn it down. It would hurt. I would

take it personal. Then I thought, as long as I gave them the opportunity it was okay. It used to bother me but it doesn't anymore.

Beth has learned through experience that there are some outcomes that she can control and others that she cannot. She could provide the opportunity to students but she could not make them accept it. She has lessened her own level of frustration by learning how to deal with a personal stress factor. She is learning how to look out for herself. She has always been taught to be a team player, but at some point you must look out for yourself (Felder & Wishnietsky, 1990).

Advice to Those That Follow

We are coming to the end of the discussion of Beth's journey and I pose the question to her. "If you had the chance to do it again would you do it differently?"

Beth recollects and speaks:

Probably, I would like to be like I was in the beginning years but know what I know now. You know the game is not the end of the world. It is not the last thing that will ever happen to you. It means a lot when you commit to something. You should be committed but not put so much importance into it like I did back then. I'm very satisfied with my choice. I am proud of it. I'm proud that I have touched so many lives. Even though I complain about the pay, I wouldn't have changed it because I am a people person. I like the stroking that you get from the kids and what you think you have accomplished. I think that I learned a lot. I never thought I knew it all. I came across a lot of good people that helped me and who I am grateful to. They have made my life more significant and better as I came along.

"So if you could give some advice to a young female coach what would it be?" I

ask. Beth responds:

Hang in there and be patient and fair. As fair as you can be. Set high expectations never think that the kids won't achieve them. Always give them a goal. Just be someone that they want to look up to. That's not real difficult. Just a nice word here or there will win them over. Always be willing to learn. Never think that you are at the end and you have learned it all. Always do something at the beginning of your season to get you motivated so that you get excited about the season. Maybe it's one thing new that you are going to try that year. Watch a college

practice, get psyched up. Just make sure that you want to be out there each day. Be a learner. Never stop learning.

This is the advice from a seasoned coach of thirty years. Communication and connectedness are important (Belenky, Clinchy, Goldberger & Tarule, 1997). The ability to connect with your players is of paramount importance (Kerka, 1998). A coach may be making an impact on others without even knowing it.

Summary

The decade of the seventies included an era of institutional distrust, political disillusionment and a reliance on individualism (Marshall, Sears & Schubert, 2000). Women were involved in the change of cultural as well as social and political norms. The choices were now there but the challenges still remained in American society. Laws extending opportunity for women in athletics were enacted, but the viewpoints of society would not change as quickly as the laws. Beth recalls the history of the past and has taken advantage of the opportunities that were available to her. She understood the challenges and confronted them in various ways throughout her journey.

The discussion of Beth's journey has concluded. There seems to be a sense of relief, as well as sense of liberation, that resulted from our discussion. Again I feel as though I have entered the thoughts and emotions of another, and that in some ways I have no right to be there. I have developed an insight to Beth's journey through her experiences as a child, young adult, athletic leader, mother and mentor. I have shared in her joys and listened to her regrets. I have experienced her life through her eyes.

The decade of the eighties brings an influence of individual and collective rights. The culture of political cynicism of the seventies was replaced by the feel good era of the eighties (Marshall, Sears & Schubert, 2000).

The Decade of the Eighties

The decade of the eighties fueled the rise of political conservatism (Marshall, Sears & Schubert, 2000). Mr. Regan was elected as president whose campaign declared “It’s morning in America.” Not all was well on the world front. Mikhail Gorbachev replaces Chernenko as the Soviet leader and Terry Anderson was taken as a hostage in Beirut. The United States recognizes that AIDS is a world health threat and approves a screening test for Aids as the country seeks a cure for this devastating disease.

In athletics Mike Tyson makes a splash in the boxing world by knocking out Hector Mercedes in the first round in his first professional fight. Libby Riddles is the first woman to win the Iditarod Trail Dog Sled Race, and Arthur Ashe is named to the International Tennis Hall of Fame (www.scopesys.com). Old Dominion beats Georgia in the 4th NCAA Women’s Basketball championship 70-65, and people other than the two schools actually hear about it. Billie Jean King beats Bobby Riggs in a tennis match that was advertised as the “Battle of the Sexes.”

Alternative life styles and Punk Rockers are part of the new pop culture. Prince, Madonna, and Michael Jackson make their mark on the music and video business demonstrating that sexual explicit music and videos do sell. Liza Minnelli enters the Betty Ford Drug Center for much needed help. Moonlighting with Cybil Sheperd and

Bruce Willis becomes a big hit on the television screen. The big three television networks receive challenges from other companies for viewers (www.scopesys.com).

IBM and Apple make the scene in the computer world. Macintosh is the front-runner but IBM works hard to compete. The eighties was a decade in which country experienced growth. The economy was going well, people had jobs and had money to spend. The continuing challenge of economics encouraged women to enter the workforce and more families had second income assets. There was a feeling of prosperity; however, this was tempered by an increasing deficit.

Meet Carol

Carol is forty something. She is single and a physical education teacher at the school where she now coaches. She is also the assistant athletic director at the same school. Carol grew up in the same county where she now teaches and attended a neighboring high school. She has taught at the middle and high school level.

As a white woman, Carol has coached soccer and softball. She has experienced success in both sports with numerous recognitions for her accomplishments. She has won several state championships in softball and is looked upon by her peers as experienced and knowledgeable in her sport. Carol is confident in her abilities and outspoken when it comes to defending her personal rights or issues that impact her sport or her athletes. She has represented her sport in numerous statewide committees, and also, at the national level. The professional background that she brings to the discussion, as well as her personal history, enlighten this journey of women through athletic leadership.

Family and Sibling Influence

The importance of family and the relationship of siblings is a vital piece of any personal history (Denzin, 1986a). The discussion starts with the family, and Carol smiles when I ask about her first athletic interest; I sense that there are snapshots of memories shooting through her brain. “It was my dad. He was probably the number one influence in my life. He was always playing ball with us as kids and he took us bowling. My family was military and that is the kind of stuff we did together.” “So it was you and your dad doing these activities together?” I ask. She continues, “No, I have a twin brother and we did a lot together as children.” I was surprised; I knew that she had siblings but was very surprised that she was a twin. Carol then goes on to reminisce about a picture of her and her brother. She was holding the bat and he was posed in his catcher’s mask. She grins as she talks about the picture. I can see closeness between the two of them in her face as she recalls the photo. I can associate with that closeness because I, too, have brothers for whom I have fond memories.

I ask if she and her brother were competitive as children. Carol responds, “Not really. The first thing that I can really remember us doing together was bowling. He was on a bowling team and got a big trophy. I was envious.” I ask, “You didn’t bowl?” Carol comes back, “Not at that time, it was a boys’ league only. I bowled later.” She pauses for a moment and just reflects. She has a smile on her face. The memories seem to be clear even though the experience was over thirty years ago. I wonder if her brother even remembers the bowling trophy. “What about your mom, was she involved with you and your brother?” I ask. She laughs:

My mom said that I liked sports from the day I was born. My brother and I were always playing around. We went to our first ball game when we were eleven days old. My mom was a bowler too. We went to bowling events together, that's how we spent our time. You know when you don't have much money to do sporting events, so you just throw and catch. Things like that don't cost much money.

The establishment of the roots of athletic participation is the essence of this family experience (George, 1988). Along with the establishment of support and interest by the parents is the affirmation by parents that the interest of the child is acceptable (Nelson, 1996). Carol received such confirmation and affirmation from her parents that to be an athlete was acceptable.

Athletic Experiences Outside of the Family

I wonder when a child can self assess when they have athletic ability. At what time do they know they have an interest or that they have talent? Carol laughs: "Some people would still say that I have no talent, but probably in eighth grade [I began to be recognized]. People started to tell me that I had athletic ability like my swim coach. A lot of the kids I hung around with were involved in athletics too." "So you were never embarrassed by your athletic ability?" I ask. "No," she replies quickly.

As a high school athlete I think that I had confidence to try whatever I wanted to try. I guess that I developed confidence that I could accomplish the goals I wanted. I set my own goals and I accomplished them. I made all county and I thought that I could do this in college also. In college it was different. Depending on the team I became worse or better. Confidence wise I became worse in field hockey because I was deemed, oh what's the word, oh yeah not fast. They based everything on speed and I went from a situation in high school where everyone knew who I was to college. You know I played four years of field hockey and four years of varsity softball in high school. I was known by a lot of upper classman and my name was in the paper too. So people knew who I was. That was a confidence builder when you walk into a room and people recognize you.

She stops and thinks, a somewhat sad look comes over her face and then she speaks:

So of course in high school my self-esteem was up and then I go to

college. You know my college field hockey coach did not even know I was a senior in my last year. Yes, we didn't have the same coach all four years, but still she did not know the year I was in. This coach in my junior year told me I needed to lose weight and get faster. So I came back my senior years forty pounds lighter and nobody recognized it. I felt neglected by her; I lost a lot of confidence in that sport. Whereas in badminton, which I had never played, I had an excellent personable coach. She made me feel like I was being successful, not necessarily on the court all the time, but in other things she would say and do. We spent weekends at a tournament so she spent a lot of time conversing. We developed a relationship and talked about life issues or whatever. I think that she was very much a motivator in my life.

I reflect on what an interesting journey Carol has traveled already. She came to college with certain athletic skills that seemed to be either underdeveloped, or in her eyes, overlooked by her female college field hockey coach. But yet, a sport that she had no high school experience in becomes an outlet for her athletic ability. This female coach, then, restores her confidence, her feelings of self worth. Not with promises of accolades, large crowds, or peer acclaim but rather with the trophy of mutual respect and encouragement. She provides the encouragement and support that Carol needed in a time that she was questioning her self worth (Thorngren, 1990). She brought her back to focus on the enjoyment and challenge of sports, as well as to realize that relationships are as important as talent to one's participation in athletics (Stevens & Weiss, 1993).

The Coach as a Teacher

We now enter the domain of the career choice of athletic leadership. The stimulus that encourages women to enter the career of coaching is usually multifaceted. Carol shares her motivating factors with me:

Besides my father, there was my aquatics instructor, my swim coach and my eighth grade PE teacher. They were all positive role models for me and they were all females except for my dad. I knew I wanted to do something with sports since I was in sixth grade. The teaching part, you know my grandmother was a teacher,

my aunt taught, so that was a way that I saw of combining the two. But the love of sports, I didn't want to give it up. The way of sharing it was to become a PE teacher.

The combination of teacher during the day, and a teacher again after school, seemed to be a logical one. Carol shares her first coaching experience out of college.

It was jv field hockey. Ugh, it was different. It was enjoyable. The kids always wanted to learn more to go beyond. They wanted to go to higher levels. It's like playing a Nintendo game you just keep wanting to make it to the next level.

Carol's last experience with field hockey was not a pleasant one. The coach had called her over-weight, had not even noticed that she had lost the weight during the off-season, and had ignored her efforts on the field. I ask, "Did the thoughts of your college field hockey coach keep running through your head?"

Yes, but my kids put pressure on themselves. So I never said to a player you suck because you made an error. I would never do that. If we lost a game I would always take the blame. So I took it personally if we didn't do well. I tell kids right up front that I'm emotional and very vocal. Just let me scream and then we can talk about it. I'm like the Maryland weather, in five minutes it will just be fine. I have gotten better as time has gone by from those jv field hockey days. I've gotten better and the kids have made me better. That's something that I have learned that players educate coaches. That is something that I never would have thought of as a high school athlete. We all learn.

A turning point in Carol's life was recognized. The journey from athlete to coach to teacher and leader was recognized and appreciated. Carol's intricate recognition of her coach's comments, settings, people, and feelings amazed me. The situations may seem to the casual listener as not of great magnitude or importance. But for me, having a more personal relationship with the topic, I realized how the impact of Carol's encounters with previous female coaches left a lasting impression on her (Belenky, Clinchy, Goldberger & Tarule, 1997). In most cases they were positive, but in two distinct cases (the experience with a high school field hockey coach and a

college field hockey coach) made her evaluate the journey and decide to take an alternate route (Kerka, 1998). The experiences as a coach form the framework for a philosophy that is developed over time.

Female Philosophy

Philosophy is more than style. In coaching it is a belief system, the way you approach winning, the way you interact and influence people. For women coaches, it is a personal conviction of a way to motivate young athletes (Helgesen 1990). We open the door to Carol's style of coaching and her philosophy of athletic leadership models for women. We explore why women choose to enter this profession. Carol reflects:

I think women enter coaching because they have such a good experience, a positive experience and they just love the game. They enjoy the competition. They got something very rewarding when they went through the system and they want to give something back. In my case, I was fortunate to have some good female role models at a very young age. Most people don't have female coaches you know. They didn't have female coaches to learn from. Or maybe I should have said we didn't have many in my era to learn from. I believe that there is a different philosophy that you learn from a female coach. The emotions, that whole thing is different coming from a male than it is coming from a female. We just think differently. It probably isn't true for all women and it probably isn't true for all men but women are more organized and more fair. For example, fairness as far as budget and a feeling that they want everyone to do well. I think that most women out here want to have a good time. We all want to be involved. And before, we were not even allowed to be involved. You know they excluded us. Well we want to make sure that everyone is included. We are going to make sure that everyone gets a chance. We don't deny anybody the right to do something. We want everyone to have a good time. You know participate, be involved. Before it was the "good old boys" when it came to treating coaches fairly. You know we are going to treat this coach special because he's my neighbor or he helped put my deck on. So the athletic director would give him everything and you would have to fend for yourself. I think that some administrators have done that in the past. That just wasn't fair. And not just fairness in the treatments of coaches, but women look at fairness in competition too. Females respect the idea of being out there to have fun, to be involved, not to win at all cost. Let's break the rules to win. I like competition, but I don't think that you need to be sneaky or cheat to be the best. Not that we were not out there

to be the best, but we are just happy to be there at all.

I reflect on Carol's comments on a woman's way of coaching. It is caring, inclusive, yet directed to each athlete as an individual. These are qualities of a good teacher. Are they also not qualities of a good coach? The strengths of the teaching profession, are by some, viewed as weaknesses in a woman coach (Weiss, Barber & Ebbeck, 1991). Many times I have heard the expression that the best teachers make the best coaches. Does this statement only hold true for male coaches? Carol still has that desire to win; she still has that will to compete, but it is tempered by a stronger calling to do it in a fair and equitable manner. As Carol says her philosophy "is not to coach with a win at all cost attitude."

Opportunities Sometimes Have Limitations

We move from the notion of personal philosophy to the idea of opportunity. Title IX provided a great opportunity for women to enter the arena of athletics. Doors were opened for young girls to experience athletics in the same manner as their male counterparts. There also were more opportunities that were available for women to coach. The number of athletes grew, but the number of women coaches decreased (Acosta & Carpenter 1985, 1988, 1992, 1998). The question presents itself if the opportunity to become involved in athletics is really equitable. Carol responds:

Most females feel that they don't have the background to coach. If you are looking at credentials, if a woman says I played for four years in college, they say is that all? They ask don't you have any other time invested like T-ball? Younger coaches may have that now where they coached T-ball or swimming but most women haven't. They have not had the opportunity to do that. So since they haven't had that opportunity they are low person on the totem pole for experience. The other thing is that when they get a certain age and they get married and want to have a family, nine times out of ten the money factor wins out, and the man wins out and the woman stays home. Females have that sense of bonding and they want to stay home with the child or they need to stay home

with the child.

I go back to Carol's statement that women's qualifications seemed to be overlooked by male athletic administrators. She explains to me: "Because they know in their heart, they feel in their heart, that they will not get that job. The athletic director tends to go with males." She elaborates:

You know when you start thinking I'm not good enough they are going to take him anyway, that's an obstacle. There is that thought of failure that is put in your head because even society thinks that because males have done coaching for such a long time that they are naturally going to be better.

"Do you think that society still thinks that way today?" I ask. "Yes, I do," she comes back. "Maybe not to the extent that it was previously but it is still there."

Society sets a standard for acceptance (Berger, Rosenholtz & Zelditch, 1980). Athletics is a mini society that functions within the global arena. In order to change the pre-conceived notions on competence of women in society, one must be diligent in the effort to enlighten others on the qualities of women (Cockburn, 1991). Positive

Rewards and Negative Compensation

In order for individuals to remain in a profession they must find value in their career choice (Cilo, 1990). There are extrinsic values such as money, but intrinsic values, as well. Carol shares an experience that makes the concept of rewards vivid for her.

We lost a big game in the states in 1996. When we came home from the game it was the spring banquet so I had to talk to the kids and parents about the season. I talked about pride and it was all positive. I needed to be in control for the kids. When I came home from the event to see my parents they told me that a former coach had said that I had done a wonderful job. I had not seen her in ten years and she remembered me. Coming from her, it felt very rewarding. The other one was when a kid I had in seventh grade sent me an invitation to his high school graduation. His family said that I was a good and positive influence on their child. The end result is you have done something good for a kid.

“Do you ever regret that you have entered the field?” I ask. She responds, “Yes, many times, what year is this.” We both laugh, because I, too, have been in those situations in which you reevaluate your priorities in life. Carol continues after the levity:

There have been several occasions due to frustration. One would be not being supported by the school administration. Another consideration is the financial one. Being single and trying to make a house payment and a car payment is difficult. Teaching and coaching just does not pay much. The bottom line is you have bills to pay, but I think that the number one issue is not being supported. The hours that you put in, I was here until 9:30 last night. I had a game then I stayed and watched a lacrosse game and then helped with the crowd. It’s fine, I’m single I can make those choices to stay and that’s not a problem. But I guess we all look for that pat on the back and thanks for showing up. We put in a lot of time and the administration does not give any kudos for it. You make a suggestion and it get tossed away, it makes you feel a little disheartened. You don’t want to make suggestions any more. And sometimes, sometimes you’re sensitive about other issues and let’s just leave it at that.

There are negatives women coaches face on the job, and there is a personal price that each female coach accepts to be a member of the profession. Carol reflects on hers, then speaks:

Personal price, yes it is education. It is really difficult to coach and pursue a master’s degree. I ended up getting the equivalency. I have also given up on the idea to become a guidance counselor. I really would like to be a health teacher first, but I like the guidance avenue as well. But I never took the time to pursue it because I just loved sports. That interest over rode the guidance interest. Of course, now I am the assistant athletic director but I would still like to stay around the game.

The notion of control comes to mind. Who controls the destiny of Carol? Has Carol taken control of her future, or have the students and others influenced her decisions? Carol speaks of the choices she has made and the restrictions that have limited her options:

In most degrees, yes, I control it. But in some cases you can only go so far and there is a position available. I would like to be an athletic director some day. But you know Ray will probably be here until he dies. That’s because he loves it. He

is never going to give it up. So unless I'm satisfied with assistant athletic director, I'll never be the athletic director here. If I wish to be an athletic director I'll have to go elsewhere. I will have to go to another place and apply and that could work. But if I want to stay here because I enjoy the kids and the community, then that dream or destiny cannot be reached.

"Does that bother you?" I ask. "A little bit because you would like to think that you could achieve that goal or the direction that you want to go. You want to have some say. But that doesn't always happen and those are the little obstacles that you have to accept."

Carol has established a comfort level in this phase of her life. She admits that there are additional opportunities beyond her school, but weighs the benefits of making the choice to pursue them and has decided that she does not want to take the chance. She has accepted a level of personal accomplishment (Kosa, 1990). She seems to be experiencing a type of fatigue or frustration as a result of her devotion to the students at the school and the sport that she coaches (Judd & Pastore, 1992). She has convinced herself that she is content.

The Importance of Female Models

Carol has spoken of the role models in her past and how experiences with them have helped to form her coaching philosophy. We move into the discussion of the importance of role models to the legacy of women coaches. Carol shares her views:

I think that's why I was successful because of the good models that I saw. They directed practice and told you who was going to go where so you could see who was in control. Then positive things would happen, like they would show you how to swim or turn and take time to be with you, and congratulate you, then give you another challenge. All that stuff is very positive, it stimulates you, and it's like candy.

We continue with the conversation and discuss if women coaches today should feel some sense of obligation in mentoring young female coaches. Carol's opinion is adamant:

I think we should. I think that they need to know the avenues for travel. I had a coach who did that for me. She had been at one of the middle schools for a long time and coached soccer in the county. But once I started coaching, she took me under her wing and said look, there's a meeting that might help you. I was coaching and we were 0 and 10; we were not a powerhouse but she got me involved in the meetings. She said that there were a lot of fresh ideas that were discussed there that may help me. She encouraged me so that I got involved. I then moved on to the state association and then the national. It's a great recognition program for the kids, and I have her to thank for getting me involved. I would have never known about those meetings except for her invitation.

The mentoring concept is important, but the object of athletics is to win, to be competitive, to beat the other team. We discuss if there are ways that coaches can mentor, yet remain competitive with the women coaches taken under one's wing.

Carol explains:

I don't know if most women think like me. I was fortunate to have someone who made me feel welcome. I'll continue to be involved in soccer because of her. But now there are Jane and Anna in our county. I coached against them when they were athletes in school. Jane played for me. So it's my time now to bring them in. But yet you don't want someone to be better than you. You don't want them to show you up on the field. And then they may take your place.

"Is that the male mentality that you talked about earlier?" I question. Carol admits:

Yes, that mentality is coming into play. Everyone always has something to say but you can't worry about it or their opinion. I owe the person who took me under their wing a lot for mentoring me. Why she chose me I don't know, but the reason I try to help young female coaches get better is because I want the game to get better. If I don't tell Terry that there is a pitching clinic in Cherry Hill, or here is a place that you can get an inexpensive pitching machine, then the game at softball at her school doesn't get any better.

I respond, "When Terry's team gets better your team will get better?" Carol smiles,

"Exactly!" I continue, "So it's kind of a two-way commitment then? You personally

feel an obligation, but also it brings up the level of the sport by making other teams better?” “Oh yes,” she answers.

The sense of obligation for mentoring is connected to a commitment to bring the sport to a higher level. Therefore, by helping someone else you are also helping yourself. The process of mentoring is, therefore, reciprocal in a sense (Delano, 1990). Some of the most valuable forms of learning takes place in learning from each other (Sage, 1989).

Perception of Equality

The concept of feeling a sense of competence is vital to job satisfaction as well as career longevity (Wiess, Barber, Sisley & Ebbeck, 1991). The notion of confidence plays a key factor in just getting one's foot in the door with securing that first coaching position. Along with competing against other females for a coaching position, women candidates also must compete with males. Because of the perception of many that males have been predetermined to have more skills in athletics (Bandy & Darden, 1999), some women may feel intimidated by the challenge to compete with a male for a coaching position. Carol responds to this inquiry:

It would depend on the position. For example, I helped with soccer here for a year and then applied for the head position and I didn't get it. Chad got the position. Chad was not a teacher and he got the position. I felt more than qualified. I felt way more qualified than him, and I didn't get the position. I was more dedicated to the school and didn't get the position. So I felt very rejected. And then, Chad turns around in the middle of the season and retires, and the athletic director tells me that he thinks that I should really take over. So it makes you feel good that he wants you to do it, but why weren't you good enough the first time? I didn't get the head job. I could have grieved it. I could have grieved it and won. But what good would that have done? It just would have made a lot of animosity. I take a lot of things personally and to heart. That probably is a weakness, or maybe a strength depending on the situation. It seemed for me that when I didn't get that job that I jumped back two steps. You really think you're qualified and you wonder why you didn't get the job? Ok you think, am I really

not a good interviewer, is that why I didn't get the job? And why couldn't the athletic director tell me that face to face? We work together in the same school and he had to call me on the phone at home two days after the interview to let me know I didn't get it. I think to myself, there I go again. What didn't I do this time?

Carol has questioned her credentials, her worthiness for the position, and her capabilities to handle the job. The lack of leadership confidence is evident in her discussion (Weiss, Barber, Sisley & Ebbeck, 1991). The ability to recognize barriers and to confront them has not been accomplished (Gunn, 1995). Carol has not assumed an empowering role, but rather one that maintains the status quo (Lough, 2001). She has accepted the view of the assumed inadequacies and has questioned the motive, but has not challenged the source (Delano, 1990).

Philosophical Differences

Difference is a concept that may be applauded, or it may have tones of judgement. A different style, a different technique could be seen as quite neutral. However, Carol's views on the difference in male and female coaching philosophies takes on a character of quality. She responds:

Let's talk about baseball practice. The boys' coach is very structured, very matter of fact. It's this way and that's it. You will step and throw. You will follow this. You will do that. You will run this way. And everything, everything is drilled into them. Drill...drill...drill. It's almost like a Nazi camp where everyone is stoned faced and you wonder are they really enjoying that?

"They, meaning the coach, or they, meaning the kids?" I ask. Carol does not even hear the clarification. She is on a roll now; she just keeps talking as though I was not even there.

It is not important for them for the kids to have fun. It is not as important as winning. Winning is the most important thing to them. When you see clips of professional baseball players it looks like they're having fun, but I don't think it's there in high school. My experience in soccer was that the girls were not

having fun. I do structured things but I tried to laugh and have fun at practice, when we warmed up there was not dead silence. We mentally prepped for the game, but there are a lot of more important things in the world than soccer. You try to consider all aspects of their life when you are at practice. Bring it all in, laugh a little and don't make it a chore to be there. I'm not saying that you don't run two miles or you don't do sit-ups or push-ups, but you try to bring a little fun into it. And I don't think that is true for the guys. I just want everyone to be involved; let's have a good time, let's be together.

Carol needs that personal touch in her coaching style. Her philosophy involves a love of the student athletes along with personal enjoyment (Cilo, 1990). This is not to say that the male coach does not have this as a characteristic also, but Carol does not disguise these qualities. She puts them right out there for others to see. Whereas, in a male coach's philosophy these qualities may be an underlying goal, but not evident in their practiced philosophy. While males may feel they personally are judged in each contest on win/loss records or the rigor of the practice, for Carol that is not as important. For male coaches, sports involves task and ego (Biddle, 1999). For women, sport involves opportunity, a format for nurturing, an activity to use for motivation motivate (Hardy, 1990). Females in coaching, then, confront a gender-skewed profession (Sisley & Steigman, 1994).

Title IX Opportunity Inversion

Since Title IX was passed in 1972, women involved in coaching athletics have observed the amount of opportunities made available to women athletes at all ages to participate in sports. I share that it has been over thirty years since Title IX was passed and we have seen a great increase in opportunities for female athletes, but have seen a decrease in the amount of women coaches coaching girls (Acosta & Carpenter, 1992). We discuss if there is an explanation for that. Carol is shaking her head while I am speaking, and then responds:

I think that some of it still goes back to the 'I have a family.' That's a huge responsibility and very time consuming. I don't think if I were married that my husband is going to pick up the child every day from day care or take that extra time without me being there. Whereas women, they are more compromising as far as the job situation goes, and they would accept doing that. I think the family scenario plays a huge role in why they don't pursue coaching positions. Other than that, I don't have a guess. I mean I look at women's college basketball and I see a lot of men coaching women. We were at the point when we were getting women coaches, then all of a sudden men are coming in. In came Title IX and the salaries went up. You know women were making peanuts. All of a sudden it has become a big program. Things are going along and the money is increasing. Basketball is a prime example. Even at the high school level, it's probably seventy per-cent men.

It seems as though women coaches are becoming a minority regardless of the number of coaching positions (Acosta & Carpenter, 1985, 1988, 1990, 1992, 1998). Carol offers the responsibility of the family and the traditional roles of wife and mother as reasons for the drought (Howes, 2000). But other reasons also have been offered to explain this dilemma: the lack of a qualified pool of women coaches, unwillingness to put the time in that the job requires, and just a basic lack of interest on a woman's part to apply for positions (Acosta & Carpenter, 1985; Hasbrook, 1988). Traditionally, many women who were involved in coaching were also Physical Education teachers (Hasbrook, 1988). There is also a re-direction of high school and college female athletes into the business world, rather than the educational arena. Business related careers are far less accommodating to an athletic schedule than education schedules. And finally, just a lack of time for one's self is a major deterrent. Some female coaches just do not want the responsibility and the pressures that go with coaching an interscholastic or college level team (Howes, 2000).

Establishing a Balance

Balance is the ability to weigh things accurately and to keep elements in perspective. The struggle to keep personal and professional aspects of one's life in

perspective is a challenge in every career. In the world of athletics, because of time and energy demands, the challenge becomes even more difficult. Carol shares her fitness level in psychological and physical terms, so she jokes:

Well let's see, I've had foot surgery because I had bunions, does that count? I played three college sports with three sessions of practice a day. So there is some wear and tear on the body and pressures in college. Now, what I probably like least about my job is I don't put enough hours into taking care of me. I take care of my team, my kids, and my players. The end result is you become stressed, and for me to relieve stress I do physical things. If you don't, it can prevent you from being the best coach, teacher or athletic administrator. Other things can overtake you. And maybe family, family may end up suffering from that and maybe they say I don't want to coach anymore.

"Do you carry any psychological bruises from being a coach?" I ask softly. She pensively responds,

Let's say when I have parental involvement. When you work with a player one on one, they usually understand, what you are trying to do with a team. But that parent thinks, my child is the best, and they feed that to their kid. Instead of the player coming to you, the parent goes over you to someone else. And when they do, they don't always get their facts straight. Things sometimes get out of hand. I had one parent who wrote a letter to the Board and had me investigated because his daughter wasn't playing. That was a big bruise. That was a big one.

"Did that make you consider leaving coaching?" I ask.

It would if it happened again. It seems like coaches and teachers are walking on eggshells and the student has all the rights. I feel that society in general is allowing this to happen. The school's hands are tied. When it happens you really don't have much to say and the destiny of your program is in someone else's hands.

Carol stops and looks at me. I can tell by the passion in her voice that this parental encounter made an impact on her. Another such encounter might be the final obstacle that would put an end to her journey in athletic leadership. In the past women wanted to coach to motivate students; today sport has more of a competitive spirit (Felder & Wishnietsky, 1990). This competitiveness has put additional pressures on coaches to

showcase the athletes, facilitate maximum playtime, and secure college scholarships for premier players (Weiss, Barber, Sisley & Ebbeck, 1990). Unfortunately, all parents think their children are premier players. Therefore, the coach must make those decisions.

Summary

The decade of the eighties brought the nation pop culture, an emphasis on economics, and a blurred vision of politics (Marshall, Sears & Schubert, 2000). The boundaries between economics, education and the business worlds continued to erode. Women continued to make their mark in the work place. Doors for opportunity were open to them, or rather pushed open by them. Carol, too, must evaluate the opportunities for advancement in relationship to the balance of her own personal well being.

These series of conversations seemed to have provided the impetus for Carol to reflect on her journey through athletic leadership. For Carol, it did not seem like one long running story, but rather a series of vignettes that have formed the substance of her experiences. It was not a flowing story from childhood to adulthood, but more of a forward and backward movement that spiraled back to people, places and experiences that had meaning for her. Carol's experiences as an athlete impacted her development as a person, as well as a coach and an athletic administrator.

The decade of the nineties brings the notion of a "kinder and gentler nation" and promoted a spirit of family and the need for everyone to contribute (Marshall, Sears & Schubert, 2000). The domestic economy experiences increased poverty and massive layoffs. The importance of women in the workforce continues to be

important. In some families the woman may be the only wage earner. The option to work for women may no longer be an option but a necessity.

The Decade of the Nineties

The nineties was a political transition decade for the United States. The US changed from a Republican president to a Democrat. The years of George H.W. Bush transitioned into the years of Bill Clinton. The economy was booming. The Dow Jones closed over 4,000 for the first time in history (www.scopesys.com). Although the people were still recovering from the disaster of the Challenger, the Discovery was launched in the nineties. A federal judge allows a lawsuit claiming that US tobacco makers knew that nicotine was addictive and manipulated its levels to keep people hooked. There was also a worldwide concern about Zaire, being under quarantine after an outbreak of the Ebola virus (www.scopesys.com). The world was getting smaller due to the expansion of the communication links that were provided through the Internet, as well as accessibility through computers. Cell phones, although in the beginning stages, were a bit cumbersome start to become a must in everyday society.

On the athletic scene a young, black golfer starts to make an impact; his name is Tiger Woods. Th Williams sisters break into tennis. Daryl Strawberry is suspended from baseball for 60 days due to drug use. Sun Cayun pole-vaults a new female world record at 4.12 meters (www.scopesys.com). Bonnie Blair is the new sweetheart of speed skating and sets a new world record at the Olympics in the 500 meters. Women athletes make a big impact on the Olympic team and elevate the interest in women's sports.

In the contemporary world, new wave and ska music is in. College and high school students make personal statements and dress in all black, dye their hair in vibrant colors, and display tattoos and body piercing all over their bodies. The single parent family is a common structure. Wives may be earning more than their husbands, and stay-at-home-dads is not an oddity.

Society is changing and the world is getting much smaller. The culture of the country is becoming more culturally diverse. The Hispanic population is joining the work force in the United States in great numbers. New minority groups are starting to exert their political force.

Meet Dana

Dana is a white young, successful coach at the school in which she teaches. She is a homegrown girl who played athletics in the area, went away to college and came back to teach in the community in which she was raised. She has an air of confidence in her teaching, as well as her coaching. She is married and has one small child. Her husband is not a teacher, nor does he coach any sports. She always has demonstrated a “no nonsense approach” to teaching and coaching, and seems to possess a knowledge beyond her chronological years. Dana has coached softball and soccer at the varsity level. She teaches physical education and coaches girls’ soccer at the same school. In a short period of time she has experienced success with her program and the respect of her peers.

Family Supports Diversification of Interests

Families might be considered mini societies. In a positive experience, children are introduced to a variety of skills, accepted as participants, and develop feelings of

satisfaction for the effort they put forth. Such opportunities work to the advantage for women as they develop into young adults. Dana shares some of her early experiences with her family and others in the starting points of her journey.

My first encounter was when I was five and I played on a baseball team. Where we lived they didn't offer any sports for girls. So I was the only girl on the baseball team. My mother put pigtails in my hair with matching ribbons for every game. And I was hit by a pitch almost every game. I was afraid of the ball. I did terrible but I hung in there. I remember one time the coach gave me the game ball for having good sportsmanship and sticking it out. I got booed by the whole team. They did not want me on the team at all.

I reflect on her comments. This was in the early eighties, at least ten years after Title IX had passed. Ann and Beth had no sports activities as five year olds. Carol had limited activities like swimming. Along comes Dana thirty years after Ann and she, too, continues to have challenges to her acceptance as an athlete (Acosta & Carpenter; Bandy & Darden, 1999 1998; Squires, 1982)). Dana continues:

You would think with a first encounter like that, that you probably would not want to continue? But I had an older brother who was very much into sports and very athletic and my father as well, and I wanted to succeed like my brother." My parents were very positive about everything that I encountered in sports. I can see now as a coach how parents can actually take that love of the game away. Some parents critique their kids after every game. My parents weren't like that. They were always proud of me no matter how good or bad I played the game.

We continue the family connection and discuss the interest in athletics on the part of her parents. She responds quickly nodding her head.

Yes, my father was an athlete. My father was a baseball player and a very good baseball player. He threw his arm out and had to have surgery on his shoulder and then discontinued playing.

It seemed as though she was the little girl again repeating the story that she probably had been told several times by her father in her formative years. It made me smile because I, too, had been told stories by my father of his participation in athletics.

Could it have been that our fathers had noticed that little spark in their daughters' eyes when they participated in athletics and wanted to make a connection?

"What about your mother?" I question. Dana laughs:

My mother was not athletic at all. She was a thespian and she was the valedictorian and that sort of thing. She was the total opposite of my father. But as a young child I was involved in a variety of activities like swimming and dancing and ballet and piano and soccer. You name it I did it. I remember when we moved when I was in fourth grade. Dad explained to me that this new community had softball and that this is different than baseball. There wouldn't be boys on the team and it would be all girls and that I should give this a try and see. This was my first encounter with softball and it was very positive. Even though I probably was not a very good athlete, there were better athletes at the time. It was kind of the same way with soccer. My dad said, 'Well you know that your friend Stacey plays soccer. Let's try out soccer and see if you like it.' I remember falling in love with soccer. I wasn't very good at that either at first, but I kept working at it. That's why I think I fell in love with the game."

I smile at Dana and ask that after that experience that she had with baseball, did she not want to go back for year number two? She laughs and responds, "No, I didn't go back to baseball anymore!" I come back to her, "Even though you got the game ball in baseball?" She smiles and responds, "That was the end of my baseball career."

Dana's parents seemed to have a comfort level with her involvement in athletics.

They accepted and promoted her interests. She responds:

Yes they were supportive no matter what it was. There was never a pressure to succeed, it was always do what you want to do. I took piano for eight years and finally said I'm not liking this. I was never successful at that either, I just tried real hard. So that was the end of piano. I still have the piano; it just doesn't get used.

Dana's parents seemed to be on board with her acquired love of sports. The first experience with this microcosm of society, the family, was a supportive one. But the next mini society to enter was that of school. There are no bonds of love in this environment at first. She had to interact as well as react with those who were not

always as supportive. We discuss the school years and the people that she encountered along the way. Dana shares her friends and their interests in her adolescent and teen years.

In elementary school there were some that liked sports, but in middle school all my friends were athletes. In high school too. All of my friends were athletes. I remember in elementary school that I was the tallest kid in 5th grade. When field day came around that was the greatest thing that was ever invented. I knew that being tall and being fast and being athletic that I could succeed at this. I felt almost empowered to an extent as a small child that I could do things and be successful.

“Were you ever embarrassed or hide your abilities in front of others, especially the boys?” I ask. Without a hesitation Dana responds:

Never. In fact I thrived on that. I thought at times that I was better than the boys. That made me feel that I was better than the girls too. I think I really thrived on that. If I knew that a guy was watching me in high school, that made me want to perform even better. I had to prove that I was a good athlete. I had a lot in common with the guys. I felt very relaxed around them.

This young athlete had developed competence and confidence (Sisley, Weiss, Barber & Ebbeck, 1990). At this time she experienced no devaluation of her involvement in sports in her segment of society (Thorngren, 1990). The diversity in this student athlete was honored (Barrett, 1988, Dunning, 1986). She was ready to experience additional people who would motivate her through her athletic journey.

Role Model Versus Anti-Role Model

A model is someone to look up to, a person to emulate, someone who influences you along the way. Motivators come in many different forms. They may be a friend, a teacher, or a coach. They all offer some type of learning experience. Some may be a positive experience, and others may cause one to re-evaluate choices made. Dana pauses, then responds, while still collecting her thoughts:

In elementary or middle school I really can't think of anyone other than my dad or my brother. At the high school level I remember coaches and Physical Education teachers. I really just enjoyed being around those individuals. They could relate. They talked to me about games and I enjoyed it. In weight training I was being promoted as being an athlete. I don't think that I even had a female coach until high school. My first female coach was in high school softball. She was a great individual. I took a lot of good from her in developing my own coaching philosophy. She was strict, and you wanted to play well to please her. At the same time that she was strict she was very genuine and you could approach her for anything and talk to her. Very humanistic qualities about her that said that she had an open door policy. But there were some things that were set in stone, things that were traditions in her softball program. This is what was done and this is how it was done.

"What about at the college level?" I ask. "Anyone at that level that made an impression on you?" Dana looks concerned, and yet ready to share her journey in college athletics:

In college was the first time I encountered a lesbian coach. At the junior college level there were a lot of male coaches. There was a volleyball coach who trained our softball team in the winter. I can never say that I ever felt threatened or uncomfortable around them, around a lesbian coach, or a lesbian individual. I accepted it as it was but I never felt uncomfortable. I never felt threatened by them either. Do you know what I mean? But at the same time I was concerned with myself being associated with a lesbian coach. I did not want to be recognized in that manner.

I ask, "What did you do to try to separate yourself?" She responds:

I would make sure that I dressed pretty feminine. I still do that. Even outside of work I don't wear sweats. I wanted to make sure that I wasn't associated with the typical girl that played sports. Especially I think in softball! I think that it draws more of that kind of individual than any other sport.

"Do you think that is a problem for women athletes?" I ask. Dana is nodding as I ask the question. She replies:

I think that some women athletes, especially when they get to a professional level, can be looked at as a lesbian. And they're not! I remember when I first started teaching, I was young, and I wanted to make sure that I separated myself from the students, so I dressed very professional. But I also did not want, especially when I started teaching high school, I didn't want to be portrayed as a lesbian. So I wore make up to school, I wear make up everyday. Some people felt

comfortable doing that, and some people that are not lesbians feel comfortable not wearing make up. I think that your image and how you portray yourself can give you an image that can be false.

We continue the discussion and broaden the scope to include respect for coaching ability. She evaluates the concept of respect from peers, as well as respect by others.

“Do lesbian coaches get less respect than a woman who is considered not to be a lesbian?” Dana answers cautiously:

I think that could be the case. I think that is why I have tried so hard not to be portrayed in that manner. Absolutely, I think that could be the case. I think that still is the case even in these recent times where it seems more predominant. It’s more open. People are more free to reveal their sexuality now who they are. In the past that is how it was, but it was never spoken about.

I comment, “So you are saying that everyone knew but no one ever said anything?”

She responds,

That’s right. In college, when I got to the university, I played on a team with a handful of lesbians. It was just not discussed with me at least. I never discussed it. There were only three or four on each team that were lesbians. It was never confirmed to me. But I could definitely see the difference. If they were not lesbians maybe they just were not aware of what people were thinking.

“Was this an anti-role model for you?” I ask. She shakes her head in the affirmative:

I think so. At the university I had a head coach that I think was a lesbian. I could be mistaken, and it could have been a mis-portrayal of something that was not true. Then I had another coach who was a definite lesbian. She was open about it. Yes, they were good coaches. Well, this one wasn’t. The one in junior college was a good coach. Very genuine, knew her stuff. I liked being around her because she pushed us and trained us. I thought she was a great coach. But my softball coach at the university, I didn’t even play my senior year. We went to a tournament my junior year. The two captains on the team, who may have been lesbians, they were probably candidates I guess. The two captains drank on the bus ride to the tournament. The coach knew about it, and they started and played. At the end of the season every athlete had a conference with the coach. It was one of those; this is what you need to work on and that is what you need to work on meetings. So I ask her why they started and played? There was a paper that we had to sign for NCAA. The coach said, I remember it exactly, she said, ‘Well who else was I going to play? What else could I do? It was a regional championship!’ So that was the icing on the cake for me. That’s what made me

decide not to play for her my senior year.

“So it had nothing to do with her being a lesbian?” I reflect out loud. Dana responds, “No, it had nothing to do with her being a lesbian. Just ethics.” “So you knew how far she was willing to go to win?” I continue. Dana responds, “Uh huh.” “Did you win the tournament?” I ask. Dana smiles, “Yes, we won.”

Dana has brought to light more than any other of the women a commentary on lesbian athletes. Ann and Carol had not referred to lesbian athletes at all. Beth made reference only in passing in that women coaches are some times referred to as jocks or lesbians. Dana’s cognition of identity and not wanting to be associated with another female athlete who is perceived to be a lesbian was evident in her recollections (Kane, 1990). The reference of acting like a girl, dressing like a girl, and wearing make-up to work everyday supported her need to isolate herself from this lesbian category of athletes or coaches (Ingram & Nupp, 1982). Lesbianism was a lifestyle that Dana was aware of, but it did not intimidate her; she just did not desire the association. The small societies of family and school were starting to be expanded. Women who did not fit her model of how a woman should act now entered the athletic journey. Men, too, would provide an alternative to her model of a coach.

She continues to do a replay of negative experiences with another former coach. This was a male soccer coach at the college level. This scenario did not involve an identity or ethical issue, but a lack of interpersonal skills by this college coach.

I also had a bad experience in soccer. I was sitting on the bench and not playing. In fact I almost got cut. The coach posted the list right in front of the equipment room where every person could see. I was one of the players that was on the bubble. It was embarrassing for my name to be on that list. Oh yeah, and this was my male, very chauvinistic soccer coach. He had a lot of power. He was also the boys’ lacrosse coach who won national championships for five or six years in a

row. This was his second year as a girls' coach. I remember being mortified with my name on the bubble list. Sitting on the bench my senior year was real painful for me. I never sat out before, never. I was all county all juco, all everything and here I was sitting out. How could that have happened? I can remember saying to my mother, I wish I was hurt. Then if someone asked me why I wasn't playing then I could say I was hurt. So what happens? I tear my ACL. The whole season I was out. I can remember thinking that I am still part of this team even though I am not playing games or in practice. So I posted notes on the board for the team. Stuff like good luck on your game and sorry I can't be there--bring us back a winner. My coach made a big deal of me saying to the team how proud I was just to wear the uniform. It made me feel really good. I just wanted to be part of the program. I really worked hard just to be happy. I wanted to be a part of something big.

Dana's perceived categorization of this male soccer coach as lacking interpersonal skills was realized to be unfounded. He did recognize her devotion to the sport and the team (Helgesen, 1990). She had misrepresented him as uncaring, but later realized that he did possess characteristics that she valued (Lough, 2001). She did not view him with gender-neutral eyes. It may be that coaching style is different between male and female coaches, but in good coaches, that sense of humanistic sensitivity always exists.

The years as a player soon merge with the years as a coach. The journey continues to bring new experiences and new challenges. The child becomes an adult with the responsibility of students' athletic experiences now part of her responsibilities.

Personal Motivation for a Career in Athletic Leadership

Dana has had a variety of experiences that have influenced her life's choices. Although she is young, her relationship with athletics in elementary, middle, high school and college years has allowed her the opportunity to confront many types of coaches. The special individuals who influenced her decision to go into athletic

leadership were vital to her career choice. Dana recalls the learning experiences and the individuals who made a difference:

I can remember when I was in college, I think it was my first year. I worked at a camp with young girls. I was kind of a like a counselor. I remember teaching the skill of throwing to a 14 year old. After she got it, how good that made me feel. I knew that I wanted to get into the field of coaching. I thought like ESPN or something big. I knew that I did not want to teach. Both of my parents were teachers and they made no money. My mother was an elementary teacher and would stay up till midnight every night grading papers. I said what kind of a life is that? Both of my parents attended every game that I played in. I played two sports in college and they attended many games, whether I was playing or not. And then my mom would come home afterwards and would do her work until after midnight. I thought that there has to be a better way of doing things.

In junior college I took an education class. My final statement in the class was that I'm not going to teach. The professor graded the final papers and mailed them, back to us and said on mine, reconsider what you are doing and consider teaching. I can remember him writing that.

When I went to the university I wanted to be an athletic trainer. But if you were in training you couldn't play a sport. So I said I'm not going to do that because I wanted to play. So my coach suggested that I go into the Physical Education track. So I said OK I'll do that.

"Any regrets?" I ask. Dana smiles and replies, "I'm where I should be." Dana had a kind of epiphany when she realized that Physical Education was the answer to her decision. She takes some time to think and put a voice to her thoughts. "I think when I went to college and started teaching methods classes, I can remember loving it-- working with the children, taking control, and feeling like I was on stage. I felt that I knew what I was doing and that made me feel confident and feel good."

The ability to combine a love of sports with a career in sports is a way to fulfill a dream (Hasbrook, 1988). Physical Education continues to be a way that women who are interested in sports can channel their talents. But there are other women who choose not to enter the educational field. They also should have an outlet to display

their talents. Dana looks off as though recalling conversations in her mind, and speaks:

I have had athletes that I've coached come back and say they want to do what I do. They want to coach. And that's very, very inspirational to me. That someone has been touched hopefully by me. I think that successful athletes feel that they can go on and do something in the field of athletics. I think that athletes that do not see a lot of playing time may or may not go into the field. But when you're successful at something and feel that you're doing good at it, and enjoy it, then you should pursue it. I think that's why girls go into it.

The motivation to enter athletic leadership for Dana was the love of sport (Weiss & Stevens, 1993). She also served as the motivation for others by exposing them to a worthwhile experience in sports (George, 1988). Motivation can come intrinsically and extrinsically. The perceived value of participation in athletics is the root of the interest.

Gender Differences

The question of an assumed difference and real difference between the styles of men and women coaches is relative to the discussion of quality in coaching. Women coaches do realize a difference in the way that they approach coaching. Dana shares:

Yes there is a difference. When I came to the high school level a friend of mine was my jv coach. That was probably the hardest year I had. I had an older man almost like a father image for all of the girls on my staff too. And then Sam was my assistant coach for two years. He had never coached a girls' team before. He was very nervous the first year. He wasn't quite sure how to handle the girls. He is a teacher, but small things like, they don't know how to deal with the female problems: 'Coach I have my period and I'm not feeling well.' Men don't know how to deal with it. I really don't have a lot of sympathy for the girls. Well you're just going to have to tuff it out I tell them. Just get out there. A male coach would not know how to deal with that and he would say well OK you can go home.

I did not feel that Dana's reference to Sam was really a style difference, but more one of discomfort in speaking to young women about female personal issues. I was

interested in motivational differences--the way that they actual manage athletic related situations. I ask a direct question as to differences in motivation styles. Dana seems at a loss for words, at first, and then goes into a story:

I remember when I was in high school I never played basketball before my freshman year prior to tryouts. I had to learn how to do a lay up and shoot a foul shot. I remember making the team and then in my sophomore year I was on varsity. But I was never ever very successful at basketball because I was afraid to play. As dedicated as my coach was to the sport, and there were very good girl athletes that were on the court, I was never successful because I was afraid to get in trouble with him. I was afraid that I was going to make a mistake and get pulled out. He was somewhat threatening to us at times. I can remember him picking up a chair and throwing it across the room.

“The old Bobby Knight thing,” I contribute. “Exactly,” Dana responds.

He would throw his clipboard at halftime. I remember making a mistake, and he had his clipboard and his dry marker under it. He pounded his marker so hard where I was supposed to be that the tip of the marker went up into the pen and he could not use his pen anymore. So he threw the pen across the floor, and the next day I had to bring him a new dry marker. I can remember being afraid to be successful for fear I would either come out of the game or be screamed at or that sort of thing. So when you play with fear, you can’t play well. So in that aspect, I have taken into my coaching that there has to be somewhat of a balancing act. A player should feel comfortable enough to approach you if they have a question or a problem. I will definitely yell at my players. I think that a female coaching a female player can yell at a player differently and have it come across differently than if a male yells at them. I think that I can yell at them and they can accept that. But coming from a male who is almost too dominating, I think that turns into almost a fear. I think that is what comes across.

“So what should he have done to motivate you to perform as an athlete?” I question. Dana reflects, then responds:

I was motivated to play hard. To play hard with speed and to utilize the things I could do well. I wasn’t the best hitter or the best scorer, but I knew I was a good athlete. The motivation wasn’t to please anyone but myself. To be successful for me. Not for my parents, not necessarily for my coaches. I deserved to be where I was and what I was doing.

So how does this young coach motivate her players? The intimidation thing did not work on her. What did she learn from her experiences as an athlete? She responds:

Hopefully, everyone has a goal. My goal as an athlete was to play the best I could. Hopefully, that's what I instill in my athletes. We can't determine the winning and losing in a game. We don't have control over a win or a loss. We only have control over how well we play the game and how much effort you put into the game. Hopefully that's a motivating factor for them. I speak to the girls and tell them that I was an all county player in high school. I was an all junior college player, and at the university I rode the bench. So I can relate to the girls who aren't getting playing time. I know how painful it is to sit. Some coaches have never sat out in their life. It is important to see that aspect of the game. You have to keep reminding them that they are an important part of the team. I keep touching on that. I think I touch on that a lot. But players also are going to have to understand that the players out there on the field are a little bit better than you. Your job at practice is just as important to come and practice every day and work hard everyday in case something does happen. You may have an opportunity and you may become a star by the end of the season. If you stick it out and maintain and go through it that makes them a better person.

Dana's reflections on her high school male basketball coach and her own views on motivation shaped her coaching philosophy. A recollection of a negative experience created a model for her that was not motivational. She incorporated the qualities of sensitivity, to be in tune with the emotional condition of the athlete, recognition of effort, and the memory of personal experiences as the cornerstones of her philosophy (Shen, 2000). She recognized the difference in the philosophies: coaching by intimidation and coaching by inspiration.

Perceived Equality

The effects of Title IX should have had the most impact on Dana, in that she is the youngest of the subjects, and the affects of the legislation should have had the most time to demonstrate its rewards. However, the influence of Title IX goes beyond

the opportunities of the student athlete. The adjustments made in today's society to the law are still in the transition process.

There is a perception that Title IX's main impact was only on female student athletes and their opportunities to participate in sports. Dana shares her reflections on the success of Title IX and then re-evaluates her view by her own experiences. She speaks at first with no hesitation on opportunity:

I think today absolutely there is equal opportunity. Whether or not the women take the position is a different story but I think that they are out there for women. I think if a man and a woman were interviewing for a girls soccer position, considering the qualifications of the two, and the experience, and if those were equal, that the woman would get the job. Because of the equality issue and because it's politically correct, I think that it's equal for a woman. I do.

I expand the discussion to include the possibility of obstacles out there for women as far as employment in athletic leadership positions. The discussion has now gone to a deeper level, a personal level. In a pensive tone Dana responds:

There may still be somewhat of a glass ceiling out there for women. Like there are no women athletic directors in this county. But I think that image has been in the county for a long time. If an athletic director position was offered to a woman I think they would take it.

In reality I know that her perspective is not true. In fact, in the past eight years, three positions have opened up in this county and not one woman applied for the positions.

I share that information with Dana and listen for her response. "I have been asked to be an assistant athletic director here several times. I have declined. It depends on where a woman's life is at the moment." I reflect back on Dana's response of equal opportunity and the glass ceiling, and decide to dig deeper to have her look into her experiences. I assume that she has obstacles that are preventing her from accepting the assistant athletic director's job. She responds quickly:

Yes, family is for me. Absolutely! That is the number one obstacle for me. Women who are not married, who do not have a family or don't have anything outside of teaching, depending on whether or not they are lesbian or just not married, or maybe they're married and don't have any children, would be in a better position to accept that position. They have time to dedicate to that requirement.

I wonder if availability and family are the only factors that are preventing her from accepting the position. Competence, confidence and credibility are qualities that an individual must possess to be successful in this job. Additional obstacles now come into play that she must consider. Dana pauses and looks to the ceiling for divine inspiration and responds:

The athletic director here is so powerful and dominating. There are some men who just have that control, that power. That masculine power, it has always been there. Like Ben Ward, if someone tried to take over that position, if a woman took his position, the school would probably, I don't know, go belly up. But that's because they have that type of power. And what they say and do, people listen to them whether it is correct or not. And coaches will do what is asked of them because of the power and leadership that they have. Yes and in many cases that male reputation precedes them.

"Do you think that people in the community feel the same way?" I ask. She replies,

"Oh yes. Our athletic director is good in some aspects and not in other aspects. Are women being treated as fairly as the guys? In more recent years, it has been better.

But maybe not so much in the past." "So why is it getting better?" I ask. Dana smirks:

I think because of the pressure from the parents. If the coach wants something, the athletic director says this is how it is going to be. He will say that is how it was in the past and that it is how it is going to be. I can remember being hired as the head soccer coach and I didn't have an assistant coach. I didn't get any help finding one either. I was lost. First year head coach and no assistant coach. I never coached high school soccer prior to this. It was a lot on me. I think if I would have been a male coach he would have done something about it. I don't think it's been that way in recent years. In the last two years he has softened up. I think it's because he is a father now.

I chime in. “Maybe you have proven yourself as a coach? Maybe you are more confident in asking for things?” Dana smiles, “Yes, I’m not afraid to go and ask him about something. Before I would not ask because I already knew what the answer was. I didn’t want to make him mad at me.” I smile and share, “Like it was twenty years ago with the basketball coach. You didn’t want to have to go out and now buy the athletic director a new felt tipped pen?” Dana smiles and in a quiet voice says, “Yes, yes, exactly right. Yes.”

Dana’s assumption in the beginning of the conversation that Title IX opened up an equal opportunity for all women involved in athletics was amended. Once she relived her own experiences trying to get established as a young coach and the confidence needed to make the leap into athletic administration, enlightenment occurred. It became personal; she was able to draw from her own experiences that some of the good old boy mentality, and societal norms, have not progressed at the same rate as female athletes’ participation in sports (Acosta & Carpenter, 1982, 1988, 1990, 1992, 1998). Her reference that the glass ceiling still remains and continues to be true for her (Shen, 2000). There was also the realization that risk taking may be a challenge for her (Howes, 2002). The qualities of confidence, competence, and credibility are still in the developmental stages and still need to be nourished continually (Felder & Wishnietsky, 1989). The role of the woman in athletic leadership is still developing.

Female Identity

The importance of seeing a successful model of one’s career choice is vital to viewing oneself in that role. The responsibility of establishing that identity for young

female coaches is in the hands of today's experienced successful female coaches.

Dana shares her reflections on her role:

Yes, I think that it is important to be a female role model as a non-lesbian... There are still many stereotypical associations of women in sports. Maybe not so much now. But even in recent years, because a girl plays sports others thought that she was a lesbian. I think that a female role model is really, really important.... Girls are different than males. I've seen male coaches handle male athletes very different. How they scream at their kids. But males can fight their best friend in one situation and in the next situation they are best friends again. Whereas with females we will carry it on for a year and half later. It is real important that the female role models are out there for girls so there is someone out there for them. I feel a responsibility. I don't know if I actually mentor, but we all work together really well. We work camps together, we discuss drills, we congratulate each other after a game and are genuine when we wish each other luck. We will give advice on an opponent who to watch or who to mark.

"So what does that do as far as competitiveness? Are you still competitive?" I ask.

She replies, "Yes, it makes the game more enjoyable."

Dana has a firm conviction that the role model that she must convey is that of a heterosexual woman. She wants others to view her as feminine in the traditional sense of the word (Kane, 1990). Looks are important to her, and they convey meaning to others with regard to life styles (Griffin, 1999). Presenting herself as a woman, with all the personal characteristics, except the perceived emotional weaknesses, was her mission. The qualities that she demonstrates to her student athletes she coaches has lasting affects on the image they will carry to others in the profession (Eitzen & Pratt, 1989). It was up to experienced women coaches to help set the standard.

Assessment of Value

The ability to look at oneself, to evaluate one's attributes as well as deficits, are important components to an individual's self-actualization. The process of taking a step back and looking at oneself is part of the interpretive biographical method

(Denzin, 1989b). Competence and confidence are valuable qualities in the evaluation process of individuals in the analysis of self worth. How a woman coach feels about herself and her talents are important elements when they are competing with others for a position. The concept of equality must be realized. Dana reflects on her feelings of adequacy, and then re-evaluates her stance:

I would feel equal when competing with a man for a coaching position. If I knew that a male was coming out for the same position that I was, I may be a little concerned. I do not know why I would say that because in this day and age if a black woman applied for a job she would probably get it because of affirmative action. I would feel nervous I think. I think I would feel nervous and I'm not sure why?

"Nervous because you would not measure up?" I ask. Dana looks puzzled. She responds:

Maybe! If another woman was applying for the job I would feel confident. But if a male was applying for the job I would feel a little bit, you know? Because males are thought to be typically a little smarter.

I observe the contradictions in Dana's response and see that she, too, is questioning her answer. I ask, "What if a woman was conducting the interview?" She responds, "I would feel fine then." "So if someone was interviewing you that wasn't a male, you would feel that you had a decent shot at the job?" I question. Dana nods, "Uh huh. If it was my athletic director interviewing I would be nervous. But do you remember that older athletic director at Northern? If he was interviewing me I would be fine." "Why is that I ask?" She shares:

Because of his mannerisms. Fatherly as I can remember. I remember as a JV coach he knew my name. I couldn't believe it! I think it took the athletic director I have now four years to know my first name. He called me Pam or something else you know. Miss Brown, oh no he would say that's not it. He finally got it right.

The level of competence and confidence seem to be influenced by the perception of the evaluator (Acosta & Carpenter, 1985). When people in the position of power demonstrate a more humanistic attitude in their relationships with women coaching candidates, women are more confident in their chances of a fair evaluation and the possibility of securing the position (Suggs, 2000b). When the selection process is not structured to accommodate a multi-gender approach, women coaches may feel a sense of disconnect with the committee. They do not see a model of themselves in the power position. There seems to be a level of discomfort in that a male decision maker will not give them a fair chance at the position. Some female coaches may sense that the good old boy network is still in place (Ott, 1999).

Title IX and Coaching Opportunities Expand with Spouse Support

Title IX was the legislation that established a level playing field for girls in sports. Thirty years after the legislation, does the importance of the bill still ring true to a woman who graduated from college in the nineties? Dana responds:

I think that the impact that it has made on women has been tremendous. It is a fact that we have opportunities where we did not have them before. Instead of me playing on the baseball team, when there were no softball teams available, there are now softball teams for girls to come up through the program. Not until 1980, did I feel that I had the opportunity to play a girls sport. I felt comfortable in doing that. I never even heard of softball until I was in 4th grade. I did not know what it was. That was something new for me.

I chime in. "So how do we explain that with over 2.5 million girl athletes competing, the women coaching numbers continue to go down?" Dana thinks, then responds:

I think that family is still #1. I think that if a female coach has a family and they have a very supportive husband it is still tough. My husband does not get home until 6 o'clock in the evening. There is a tendency to still have those types of maternal instincts, those bonds are still there even though that has been going on since the beginning of time. The mother takes care of the house. We split it 50-50. My husband does the laundry, cooks and shares in the cleaning. Not all men

are like that. I don't think they are? But my husband is very flexible and has been very supportive in that aspect. He's the greatest. He is the typical coach's wife. We may have macaroni and cheese for dinner but he'll have dinner ready for me when I come home. And he puts up with a lot of crap. My frustrations, being emotionally unstable at times, because of things that have gone on at games and practices. My typical day would be: I drop my son off at day care in the morning. I pick him up at day care after school, and I have the jv coach ride the bus to the away games. I run my son one half hour away to my in-laws and then I rush over to the game. My husband picks our son up at 6 o'clock and then I come after the game and tuck my son into bed. I may have to rush back to day care to pick up his boo boo or his blankey to make sure that he can go to sleep. Things may not always be done the way I want them done, but I have learned that we are going to live and we move on. I've become very flexible that way. I feel comfortable that our son is flexible also. He is able to go to different people and feels comfortable around them. This is a good thing. It's not like that with everyone. My mom was a stay at home mom for a while and we were never afraid to go to other people.

Dana realized that Title IX had opened up many doors for women. I am not sure however, if she had an understanding of the experiences that Ann and Beth went through in the decades of the sixties and seventies. It brings to mind Bill Clinton's reference to the last women's Olympic soccer team as "daughters of Title IX" (Welles, 2002). This team received much fanfare and publicity because of their efforts. I do not want to take anything away from their accomplishments, but the real heroines of Title IX are the coaches who started teams with hand me down equipment, who bought uniforms for the girls from their own money, who cut the grass on and pasture behind the stadium so a girl would have a chance to play the sport. I think that Dana, too, missed some of the history that may have been forgotten or never even known by women who had grown up in her era.

Dana does have an understanding of the importance of spouse support in her success as a female coach (Acker, 1990). She understands that society's expectations of her role of wife and mother may still be the same (True, 1986). But her family has chosen to establish their own norms of roles that work for them. She has found this to

be a great support in satisfying her desire to be a coach. Support at home is definitely an asset, but other factors also must contribute to having a healthy outlook on one's career.

Personal Decisions Affect One's Well Being

Well-being is affected by both physical fitness and psychological wellness.

Personal wellness contributes to a family's and team's healthy atmosphere. Dana shares her view on the importance of fitness to a woman coach:

In order to be a good role model a woman in sports should be in good shape, even if you're a male coach. If I'm telling my kids to do something, I should be able to do it. Maintaining a healthy lifestyle and showing them this is how things should be done is important. Psychologically it's the same. In order to be a good role model, you have to make sure that what you say and what you do and your organization and how you present yourself are all part of the package. In order to be a role model you have to live by a set of standards that you give your girls.

"On a scale of 10, how do you feel you are psychologically fit?" I ask. Dana thinks then responds:

I'm probably an 8. I still work at it everyday. In 1999, I ran in a marathon. It was something that I always wanted to do. I did not train as hard as I should have because I was teaching and coaching and getting my masters. But I didn't have a family! Now that there's a family, I do not have much time to devote to me personally.

With all the commitment that coaches share with everyone, what kind of rewards do they actually get out of coaching? Is the satisfaction something they really think about? I wonder if coaches can even explain the benefits of all of their labors. Dana has this to say: "The rewards are all psychological, it's not physical, it's not money, and it's not financial. It's just the reward of working with the girls and seeing some type of success. Having them enjoy what I have taught them. If they are enjoying

being out there, that is what makes it worthwhile.” “Any bruises?” I ask. Dana looks down:

Parents, parents are just terrible and getting worse. When I’m questioned by a parent that really bothers me. It turns my stomach. It makes me very, very upset. That someone is questioning me! When everything that I do is from the heart. Like making cuts, that is what I really hate. I really wish I was not coaching at that time. I wish I did not have to deal with the parents. I’m prepared when a parent calls, but it still upsets me a lot. But I have received thank you cards from athletes here and there and that has been inspirational. That really sinks in with me. You know maybe I did touch someone’s life. But it only takes one parent. I get so upset by that. I lose sleep. And you know what else bothers me is when an athlete quits. That bothers me a lot too. And it’s always because of playing time. Parents have to encourage that somehow. I do not care how much I sat, even if I sat every game, you just do not quit. I take that very personal.

I respond, “I think that you take it personal when you care? When you stop feeling that way maybe it’s time to get out.” Dana nods, “Absolutely.”

If love of the game and participation of the girls are driving elements in a coach’s desire to continue to coach, what other factors would cause them to give up something that they love to do? Family and personal issues may enter the arena as factors, but are there additional factors that would cause them to call it quits? Dana shares reasons why she might call it quits:

If I neglected to do something that should have been done. Like if a player got hurt. If I neglected to do something and a player got hurt. If maybe I played a girl too soon after an injury or done something I shouldn’t have done. That would probably cause me to leave.

Parental pressures on coaches may be strong enough to make them leave coaching, as this is a difficult burden for coaches to handle. I have seen even the most seasoned coach shrink at the barrage of verbal abuse that has been doled out to them by irate parents. Dana reflects on her experiences:

Yep, I have had them. It was the icing on the cake after my dealings with the parents this year. It has affected me since my first year of coaching. I used to

attend all of the kids' pre-game dinners, but I stopped doing that because the parents would corner me and ask me about playing time. So I tell my parents at the beginning of the year now that I do not attend pre-game meals and that I may seem inapproachable and that is kind of how I like it. I do not want parents to say that a girl is getting more playing time because I carried on a conversation with a parent at a spaghetti dinner. So I try to be stone faced when it comes to dealing with parents. Just a cordial hi and bye. Attending the pre-game dinners would give me an opportunity to know the parents of the athletes but that is just how it has to be.

Parental pressures have made an impact on Dana's well being. She has learned to set up barriers to help her in some ways to shield the affects of their comments. She has learned that isolation is sometimes the best way to deal with parental issues. She chooses not to place herself in a situation that some may assume would demonstrate some type of partiality. She recognizes that the stress such situations produce affect her team, her family and herself.

Another decision that will affect Dana's well being is about to be announced. She starts with the following comment. "My family is still very much a concern. Dana then shares with me that she, too, is going to be resigning from coaching girls' soccer after this season. So I ask, "What are you going to do when you give it up?" Dana speaks softly, "Well, when I gave up softball when I was pregnant that was bitter sweet for me. I missed it a lot." "How is it going to feel going home everyday at 2:15?" I inquire. Dana pauses and looks to the ceiling with tears in her eyes and says, "Good and bad, I really get emotional when I talk about it." She apologizes for her emotions. I whisper, "You should be emotional. There is a lot of thought that goes into a decision like that. Someday you will be back." Dana smiles, "I think so, but as a different person." "Are you going to come to the games?" I ask. She nods:

Yes, I am. I thought maybe I could just volunteer. Other coaches said no you do not want to do that. If you were a head coach and come back as a volunteer the

girls are still going to come back to me and ask me what to do. So I think that it's best if I just cut it off for a while. I know that I can someday come back to a position, I'm still teaching here. Even if I come back as an assistant coach, I can still come back.

“ Or maybe you can coach the little ones?” I add. Dana smiles, “I've thought of that too. There is a totally different ball game.” I laugh because I also did that when I stopped coaching at the high school level. I coached my children who were four and six. I add, “It's fun but you still get the same stuff from parents that you got in high school.” Dana laughs and shares this story:

I remember being a ref in high school. I reffed the little kids' games. As a female referee, I can remember a male (father) coach calling me honey, a coach calling me honey, during the game. I turned around and I said don't you call me honey ever again. That was the last time he called me honey during that game. I thought I don't care. How dare you call me that? I'm a professional referee; I'm a 17 year old professional.

Dana has made a full circle. She reminisces about her experiences as a seventeen-year-old official of the peewee soccer team, to now a possible coach of a peewee soccer team. She has made the decision to leave interscholastic coaching of the girls' soccer team to devote more time to her family (Granzky, 2002). She is re-evaluating her responsibilities as a wife and a mother (Weiss & Stevens, 1993). Dana now is also pregnant with her second child.

Personal well being has been extended to family needs. The decision to leave a career that they love is not an easy one for women coaches to make. As was demonstrated by Dana, it is also an emotional one. But the maternal instinct is still alive and well (Bialeschki, 1990). The opportunities for a mother to see those first steps, to hear the first words, are still important, even to a woman coach. I understand

Dana's choice, for I, too, made that same decision some twenty years ago. It was one that I never regretted.

Advice for the Novice

We are coming to the end of the discussion of Dana's journey. There must be some words of wisdom that this experienced coach would like to leave to one that may follow. Dana contemplates the question then responds:

You have to be organized, have to be willing to deal with parents and have to be willing to make a lot of sacrifices of your own time. They have to be very dedicated to what they're doing. Their free time is not there anymore as a coach. But being a coach is very, very rewarding. But I need to tell you that I've had a lot of male coaches in all sports that I have played. I have only had two female coaches in my athletic career. I think that it is a bad thing. Not that the males were bad coaches. I think that there needs to be more women role models and where they are going to come from Lord only knows.

A young female coach has verbalized her concern for the future of women in coaching. Women certainly do understand and appreciate the benefits that were received from the passage of Title IX in 1972. But women in athletic leadership are starting to become endangered species on gymnasium floors and fields in our country (Acosta & Carpenter, 1998). Weiss and Sisley asked in 1984, "Where have all the coaches gone?" We are still asking that same question today. The answer may be that leadership skills for women need to start early. As Nelson (1996) states, leadership must start for women at an early age because you never know when someone will be looking. True (1990) talks about now is the time to become involved; Hardy (1990) writes about how it is our season, and Priest (1990) professes that it is a time to plant. The reversal of this trend will take a community effort by more than one aspect of society.

Summary

The decade of the nineties made cultural and political differences even more pronounced (Marshall, Sears & Schubert, 2000). The nation was seeing a greater diversity in the work market place. Women and minorities were common place in the work force. There was the hope by both groups that they were attaining positions because of their qualities, not for the satisfaction of a quota. Women and minorities also were displacing white males in their traditional roles. It was the case in many aspects of society, but still not the norm in coaching. Dana, even after thirty years post passage of Title IX, still feels a personal sense of inequality in the pursuit of her career goals.

The conversation has concluded for Dana, and yet her journey as an athletic leader has many more twists and turns. She is still a young professional making decisions that impact herself, her family, her career, and her students. She was an athlete and coach who experienced the affects of Title IX some thirty years after its passage. She has opened up her journey in order for us to learn from her experiences. Her personal history brings an understanding of her journey through athletic leadership in the decade of the nineties (Denzin, 1986a).

The importance of four womens' journey's through athletic leadership provide a map for others who traveled with them, as well as serve as a path for those who may follow. Their early years, their experiences as coaches, as well as the importance of mentors and Title IX help to form a picture of their developmental process in becoming a female athletic leader. The truth as viewed by the participants in their retrospective recollections of turning points in their lives, as well as epiphanies of

experience are the basis for the interpretation of the journey. The final chapter responds to the research questions, in light of what the participants brought forward in their journeys to and through athletic leadership.

CHAPTER 5:

THEMES AND IMPLICATIONS

Individual Experiences Reflect A Collective Journey

Denzin (1989) suggests that people's lives have meaning, and the meaning gives value to their life experiences. Multiple life experiences bring an even greater level of collective meaning, as well as personal, illustrations that women in athletic leadership positions use to explain the journey they have traveled in their career development. Questions that have been posed, reflected on, and answered provide insights into how their personal histories contribute to their acceptance or rejection of athletic leadership roles. I come back now, to the research questions raised for this study in Chapter 1, sorted out by the theme of the questions, and confirmed or disconfirmed by the literature review.

The Influence of Family on the Selection of the Career Choice of Athletic Leadership

The experiences and narrative reflections of all four women recognize the importance of the family in their career choice of athletic leadership. From Ann in the 1960s to Dana in the 1990s, all women note the importance of their families in some aspect of their career choice of athletic leadership (Bandy & Darden, 1999). In all instances, the father figure in each of their experiences was involved in athletics and promoted athletics in the development of their daughters. Some provided support in the area of role models, while others took a more active role in providing direct encouragement to their daughters in their pursuit of athletic experiences.

Mothers on the other hand, as discussed by all subjects, were in more of a support role. The mothers of these women were not participants, themselves, but rather acted in the role of a cheerleader, a supporter, of their daughters who were participating in athletics. An important element that each of the women brought forth was that their mothers permitted them to be who they wanted to be, that is, a young girl child who loved physical activity. They did not force them into a mold of a daughter who played with dolls, did not get dirty or took a back seat to competition. Rather, the mothers were comfortable with the role that their daughters had chosen (Squires, 1982).

The importance of sibling acceptance is also a theme that came forth. All of the women had siblings who provided incentives for them to not only be involved in athletics, but also to be successful at it. For most of the women, it was their brothers who were the primary motivators. All of the women had watched their brothers in athletic experiences while growing up in their early years. They had witnessed their brothers' enjoyment of the activities, as well as the recognition that they received for their performance. All were motivated by viewing their brothers' athletic experiences so that they could have the same rewards. The bowling trophy for one, the uniform for another, a team to belong to for all; these were all symbols of success that these young girls sought to attain.

It is also thematic in their responses that all of the women experienced no intimidation from their brothers; they expressed emulation or a motivation to be like them, but not better. Their brothers provided a stimulus to get them involved (Lough, 2001). None of the women mention that they felt threatened or pressured to perform like their brothers, or be as good as they were. The parents, as well as the siblings

themselves, knew how to motivate without intimidation, to encourage these women as young athletes to get them involved and to keep them involved (Acosta & Carpenter, 1992).

In a same sex sibling relationship, Beth was a mentor, the motivator of her younger sister. In this instance, the younger sibling who was a sister was intimidated as a child by the talents and accomplishments of her older sister, Beth, in athletics. It was not until this younger sister of Beth became an adult, that she attempted to exhibit her interest and talents in athletics.

In regard to my personal experiences with family, many of the same themes appeared in my journey: a father who always encouraged me to get involved in athletics and included me when he engaged in activities with my older brother; an older brother who was a successful athlete himself who allowed me to be his shadow with no complaints. On the contrary, he chose me for his team and made me feel that I could compete and encouraged me to do so (McPherson, 1984). My mother was not really athletic, but was my personal cheerleader. She, too, would put my hair in a ponytail and send me off to the field. My parents, attended the games, supported my efforts and challenged me to improve (Williams, 1998). It may seem like the same story five different times, but it is a theme that is consistent in each one of our journeys: a father prominent in our establishment of competence, a mother who supports her little girl being involved in athletics without the pressure to not be a tom boy, and a sibling who fueled interest and supported athletic development (Lirgg & Feltz, 1989).

Davis (1986) suggests that family has a significant structuring effect on the lives of individuals, and that individual familial experiences influence the larger social fields that individuals function in as they progress through their lives. Indeed, the positive family experiences of these four women did influence and nourish their selection of athletic leadership as a profession.

The Manner that Social Context Affects the Decision to Enter and Remain in the Career Choice of Athletics

The social context of the four women was different in some respects, yet the same in many other ways. The four women represent four different decades of childhood development, adolescent experiences, college encounters, professional opportunities, and inclusion activities; yet, they express common elements in their journeys.

There is a knowledge and respect for the social struggle and passage that women encounter in many professional careers, as well as in athletic leadership (Acker, 1990). They understand the social stigma attached to women who take an interest in athletics. They lived through the challenge to their femininity, the notion of weakness, the questions concerning competence, the pressure on their roles as wife and mother (Barrett, 1988). They experienced the feelings of being torn between personal goals and family obligations (Barber, 1989).

The childhood encounters with social pressures seem to be diffused by supportive parents and siblings who encouraged them in their athletic interest. All four women as student athletes diffused any social pressures through the medium of family. Families in many ways shielded or protected these women from any negative

feedback incurred from social stereotypes. Parents, siblings and coaches recognized and respected their ability and encouraged them to pursue their dreams to make them realities. For the women in the first three decades, there were limited opportunities for athletic involvement (Acosta & Carpenter, 1985). These three women had a limited number of teams to join and sports in which to participate. The fourth woman, who was a student athlete in the eighties and nineties, had a much greater variety of choices in the area of athletic participation. Although this woman had the ability to compete at a younger age, she, too, experienced the feeling of unacceptance by her boy peers when playing on a baseball team as a young child (Brandy, 1981). This sense of loving sport, of being good at it, seemed to have labeled these women in all four eras. They all found a certain degree of acceptance due to their talents, as well as challenges by competitive males who questioned their abilities (Okin, 1989).

As these young women approached adulthood and made the decision to make athletics their career choice, they found additional social issues that had roots in the past as well as current worlds that affected their journeys in athletic leadership (Weiss & Sisley, 1984). The first three women spoke of male dominance in the career of athletic coaching and leadership. They were unified in their assessment of the decision-making process still being in the hands of male athletic administrators (Chesboro, 1985). They expressed that the “good old boys” network was still alive and doing well. These women understand that in today’s society they must prove to the majority of the sports enthusiasts that they are capable of handling the job, “even though” they are women. They felt threatened when competing with men for a job if a male was the decision maker in the job choice (Cockburn, 1991). They seemed to

know and verbalize the environment in which they needed to function. They knew the characteristics of the society they had inherited.

The last woman's conversation about the affect of society was realized in a completely different manner. She assumes that because of the long journey women have traveled, that there have been many changes. As she reflected on questions that were posed, her thoughts about the glass ceiling were shattered (Dunning, 1986). Encounters she had with fellow coaches, administrators, parents and others, revealed that for the adult woman coach or administrator, the bar had not moved extremely far. There were similar stories in the eras of the sixties, seventies, eighties, and nineties. Competence issues, the good old boy network, feelings of inferior programs, lack of support, stereotypical designations, and family responsibilities--were present throughout the forty years (Eagley & Wood, 1982).

It seems as though for this woman of the 90s, girls had developed so many opportunities for participation in athletics that she assumed coaching and administration would have made similar strides (Acosta & Carpenter, 1998). As she reflected on her journey, she uncovered that many of the issues women coaches faced forty years ago are still on the table today. The other three women recognize the social context issues impacting their journeys in a more direct manner, and readily verbalized that many of the issues of the sixties are still issues today. For the first three, it is a reconstruction of the social context; for the fourth, it is more of a revelation (Gill, 1992).

This spiral confrontation of social implications for women's involvement in athletic leadership seems to not have an end. As they moved a step closer to equality,

to acceptance, to recognition, challenges to their achievements would flat line their progress. It seems as though a mental picture of a male will always appear when you hear coach of the year or coach of the state champions (Everhart & Packianathan, 1998).

In my personal journey as a woman of the seventies, the norms of society did impact my development as a young child who loved athletics, becoming a woman who decided to make her love her career. As a child one deals with the pressures of society by disguising one's interest or challenging the inequalities (Gill, 1992). As a young child I used both responses in dealing with individuals in my little world who had opinions about young girls and their involvement in athletics. With my peers, fellow students and acquaintances, I usually just went my own way and really did not make a big thing about my interest or involvement. I did not share my experiences or speak of accomplishments or failures. My friends as a young child had other interests and were not involved in any sports in which I participated.

When I moved on to high school a change took place. I attended an all girls' high school, and the basketball team was the interscholastic athletic Mecca for all the students. They attended the games in droves with most of the faculty there also. They knew the players' names; they knew whom we were playing, and they cheered like a bunch of Yankee fans. I had the pleasure of playing on that team for four years in high school. My social world had changed. Instead of having to conceal my interest, I was able to share it and nurture it through my school and my friends. There was nothing but encouragement to excel and succeed in this small world of athletics.

In college it was a two-fold society. There was the society that centered on my major, Physical Education, and the two college sports in which I competed, and then there was the world of the co-ed. There were the young women who socialized and dated, went to parties and belonged to a sorority. In the other world, I was a varsity athlete in a Division I university who was competitive in sports and had a great desire to excel. In this mini society I functioned by two sets of norms. I do not think this is much different than what most women in athletics experience during their college years. If they were an athlete in my era of the seventies they were not the big man or woman on campus if they were an athlete (Acosta & Carpenter, 1985). They were not like the male basketball players. No one really recognized them, so no one really cared. It really did not matter to me. I was never a player who looked in the stands, who played to a crowd, who wanted special treatment. I believe the women that I played with on the basketball and softball teams in college played mostly for the love of the game (Brandy, 1981). They practiced as much as the men's team. They put in the same time for games and conditioning. But they received few accolades, except from their coach, family and friends who came to support them.

As a young coach, in reality I felt no societal pressure to act or behave in any particular manner (Barrett, 1988). In the mid seventies girls' teams were just starting to blossom, and students and parents were supportive of my endeavors. I was married. My femininity was never challenged. I knew that I was well qualified and prepared to coach and displayed a confidence that was not challenged. I went into interviews with that same sense of self worth and can truthfully say that every time I interviewed I

knew I could be successful at the job and shared that information with the interview committee.

As a central office athletic administrator of a large school system, I do receive challenges in the decision-making arena. I work in an environment with all men. I push myself to be very knowledgeable in all aspects of the job. I avoid giving them an excuse to stereotype the qualities or characteristics of women in this position of athletic leadership. I am organized and prepared for all aspects of the program. I put much time into work in the field. I try to develop an understanding of the coaches and their interactions with the school based athletic administrator. I try to establish an image of a woman athletic administrator in their minds who is strong and qualified to set the tone for their exposure to other women in the athletic arena. I feel a responsibility to do that (Galbraith & Cohen, 1995).

You cannot separate the context of experiences from one decade to another, but rather use them as building blocks to form the structure of society. Experiences over time construct social views; they connect you to others (Denison & Markula, 2003). The decision to enter the arena of athletic leadership still seems to be driven by personal interest rather than societal norms or expectations. Interest and the love of sport are the determining factors for each of these women. Whether society accepted their decision or not, it did not influence their choice. It may have influenced the quality of the journey, but not the choice of the journey.

The Impact of Title IX on Coaching

There is no disagreement with the women of this study that the impact of Title IX on women's athletics was enormous. The number of sports offered at the high school

and college levels for women's participation has changed significantly (Carpenter, 2001). Also the number of girls and young women participating at all levels of athletics is staggering. Even at the recreation level, starting with four and five year olds, girls are playing soccer and basketball and many other sports--a tribute to the influence of Title IX.

The participants also praised the contributions Title IX has made on the quality of the girls' athletic programs. Facilities, equipment, game times, publicity, uniforms, officials and increased status of girl athletes in the schools were all shared as outcomes of the law. Title IX impacted college scholarships, tutoring, accommodations and travel for female athletes (Durrant, 1992).

The law also influenced the salaries for coaches of girls' sports teams. Equity standards were put into place for coaches of similar teams with similar pressures and responsibilities. In many high school arenas, coaches of similar teams of both genders were being paid the same stipends for their work and experience. There were so many positives that came out of Title IX; what could possibly be the negatives?

The negative that all four women shared was their disappointment in the amount of women now coaching women's teams at both the high school and collegiate levels (Acosta & Carpenter, 1990). No matter what decade the women coaches graduated in, they all were aware how the number of women coaches continues to shrink. They see it; they live it.

Title IX offered the instrument for an explosion of girls' sports and coaching opportunities. Therefore, the number of coaches that now were needed to accommodate this increase was growing larger each year. Along with the need to fill

that coaching void, also came the equality of salaries. These were two factors that opened the door for men to coach women's teams. Now a man who coached the boys' soccer team would make the same amount if he coached the girls. The candidate pool became instantly bigger, with male coaches jumping in to fill that gap. Women were now competing with men for girls' coaching positions.

The participants raised an additional factor affecting the number of women coaching girls' teams: interview committees who are in charge of hiring coaches are made up mostly of men (Dunning, 1986). Therefore, their background, their confidence in selecting a candidate, their coaching philosophy, their knowledge of motivational techniques for girl athletes all come from the perspective of being male (Eagley & Wood, 1982). The women in all four decades verbalized that if school athletic administrators were more diversified in gender, or selection committees were more gender equal, women would feel more welcome to apply for a position, as well as confident that their credentials would be evaluated in a fair manner (Everhart & Packianathan, 1998). All four women affirmed that the "good old boys" network was alive and working well in the athletic world.

The four women coaches also experienced less support for themselves and their programs once they were hired. Support in the form of adequate facilities, assistance in hiring supportive staff, and a general credibility for their specific program were lacking. The women recognized that the athletic administrator at their school was controlling their destiny (Fox, 1992). This control element for the women took place before they assumed the position, when they acquired the position, and then after they were in the position.

In my case I agree with the subjects that Title IX has made a great impact on girls' and women's participation in sports. The number of high school and collegiate women who are participating in athletics today is in direct response to the law. Women would not be where they are today in the athletic community had we not had Title IX. In my administrative role I see girls on a daily basis enjoying and excelling in athletics. They are talented; they are competitive, and they are hungry to display their abilities (George, 1988). I also see the shrinking pool of women candidates for coaching, as well as school based athletic administration positions. The participants are correct in that males, for the most part, are making decisions in athletic communities. The management portion of athletics is still very much male oriented (Gill, 1992). In my specific area, men coach the majority of girl's teams in a variety of sports. Male coaches often coach basketball, softball and soccer. Lacrosse, field hockey and volleyball still have a majority of women, but males also are filtering into those sports. Men, who have coached a sport in the male arena, have, in some cases, become disenchanted with coaching boys, and have made the switch to coaching girls with the same monetary stipend. Less hassle, more cooperation by the girls, a team that is willing to learn and take direction--and all of this with the same money. For many males it does not require much contemplation to make the change.

The current volleyball coach at Valparaiso comments on the college scene with respect to women coaching. She says, "The good old boy system made up of alumni from as far back as the 1940s who are now university employees, don't see a need to hire women." The Valparaiso University athletic director denies that an old boy

network exists at the university. He states, “ The volleyball coach is not in a position to evaluate if one exists” (Jacobson, 2001). If she is not in the position, who is?

In order for more women coaches to be hired, attitudes are going to have to go through an adjustment. Fans, coaches and athletic directors are going to have to be proactive in their search for methods, as well as in the interview process. Thirty years ago women were the majority as they coached women’s teams. But as girls’ sports have grown in prestige, the female coaching numbers continue to decline. The positive aspects of Title IX that have catapulted women athletes have not stimulated women coaches in the same manner (Durrant, 1992).

The Importance of Mentors and Role Models in the Career Identification

Process

The theme of mentors and role models entered into our conversations in many ways. The concept was not specific to any one question; rather, it continued to weave its way into many of the women’s reflections and experiences. All four women referred to various role models or mentors that impacted their lives along the way. Some were positive motivators; some were negative (Gailbraith & Cohen, 1995).

The notion of role models and mentors were divided into three distinct areas of development: childhood, student or young adult, and self as a mentor (Haney, 1997).

The childhood role models for all of the subjects were parents or siblings. The fathers of all participants provided their earliest encouragement in athletics. These first mentors were supportive, encouraging, involved and accepting of them as young children in their activity choice of sports. None of the four successful women interviewed had a negative reaction from parents or siblings as to their interest in

athletics. Fathers encouraged their daughters to get involved in athletics and offered guidance, as well as instruction and support, to move them to a higher level. Mothers were in the support role in all cases. None of the participants voiced any negative comments that mothers had made implying a challenge to their femininity, or an assertion to do more traditional girl activities (Gill, 1992).

Siblings in three out of four cases were brothers who set a standard for participation in athletics that they wanted to challenge. They were the catalyst that motivated these young women to be involved. These female children viewed the fun, activity and sense of accomplishment their brothers were experiencing and wanted to join. In some respects the girls were jealous of their brother's ability to participate in athletics. In the case of Beth, she also served as a role model for her younger sister, that in some respects provided a threat to her younger sister's decision to get involved in athletics. Not until this younger sister became an adult was she able to transcend the reputation of her older sister and began to feed her desire to get involved in athletics.

As young adults, all of these women spoke of coaches who provided an impact on their lives (Gunn, 1995). For most, it was a high school or college coach who took time and displayed something more than a professional interest in them. Ann and Beth spoke fondly of high school or college coaches who influenced them to go into coaching. They gave them the confidence to make the decision to go into this challenging career. They reflected on management styles, fairness, dedication, motivation and a genuine interest in the student athlete as characteristics they chose to emulate (Hart, Hasbrook, Mathes & True, 1990).

In the cases of Carol and Dana as young adults in high school and college, they also reflected on their experiences with the anti-mentor or anti-role model. Carol recalls vividly a coach who could not remember her name, who did not give recognition for accomplishments and who only chose to motivate a special few, rather than the entire team. Carol remembers comments, remarks and gestures that the coach used in encounters with her (Helgesen, 1990). It was over twenty years ago and she still recalls. Dana, who was the woman from the nineties, also has an anti-mentor experience. Dana speaks on more than one occasion about her experiences with lesbian coaches. She separates their life style choice from their career choice, but continues to make mention of her intention that it was always her goal to not be associated with their life style choice even though she played on their teams. Dana wanted to walk and talk and act heterosexual and wanted the people she encountered in her college years to know the difference (Squires, 1982).

The perception of homophobia in women's athletics is widespread (Ingram & Nupp, 1982). The Feminist Majority Foundation Report of 2003 stated that in more than half of female administrators surveyed, their involvement in sports led others to believe that they were lesbians. Homophobia was felt by these women athletic administrators as being a hindrance to attracting and retaining women in athletic careers. Dana's self perception was telling her the same thing. Female athletes challenge the social dictates about behavior for females and, therefore, the perception is that there is something wrong with them (Nelson, 1996).

As young coaches entering the profession, and then as seasoned coaches with experience under their belts, the definition of role model and mentor changes from

looking for another to model to being the model oneself (Starceovich, 1999). All four of the coaches interviewed believed it is the responsibility and the obligation for women coaches to mentor other women coaches. They also expressed that women coaches should be a role model for the student athletes they coach. The barrier of participation privilege associated with some sports must be torn down to facilitate the development of a diversified pool of female athletes that will contribute to the candidacy pool for female coaching positions in the future. They spoke with passion about the great responsibility future women coaches need to bear. The coaches discussed how young girls must see successful women coaches from an early age, and continue to see women coaches in the collegiate as well as professional ranks (Hardy, 1990), and not just women coaches but successful women coaches. Young girls need to see the possibility for themselves in the role as coach or athletic leader. The young coaches and students need to see the experienced coach working in the athletic arena, being competitive, networking with other coaches, being respected, and exhibiting confidence.

The women in this study were fiercely competitive, and yet they had no second thoughts about giving advice or guidance to a novice coach in their sport. When asked about competitive edge, each responded in a similar manner: if it improves the other coach and it improves the kids then it improves the sport, and that is what matters most (True, 1990). Then the novice coach becomes the experienced coach, and the cycle continues.

Personally, my journey through mentorship was the same in some respects, yet different in others. My childhood mentor experiences were very similar to the others.

I had a father who always included me in athletic activities, a brother who always picked me for his team, and a mother who was always in the wings as my biggest cheerleader.

My young adult years are where we differ in some respects as to the importance of high school as well as college coaches' influence on my career choice. I had qualified coaches at both levels, but none of them provided mentorship qualities for me specifically. I am sure that their influence has become part of my coaching philosophy and style, but I cannot pinpoint specific experience. I really feel that my family and high school education had the most profound affect on my career choice. My father and brother gave me the athletic experiences to give me skill, opportunity and confidence to pursue my interest. My mother afforded me experiences to develop a feminine persona with mother daughter activities, opportunities to do things together to nurture and be nurtured. Finally, attending an all girls' high school in the late 1960s was a great leadership building opportunity. We were encouraged to speak out, to display leadership skills, to run for school offices, to be in plays, to try out for teams. They gave us opportunities to develop leadership skills and experiences to use them. By the time I went to college, I was confident and self-assured and motivated to enter into a career of athletic leadership.

I do, however, feel that obligation to be a role model for other women who are interested in entering the career of coaching or athletic leadership. I encourage women to take leadership roles and try to provide a stage in which they can build confidence in their skills and exhibit their abilities. I feel a personal responsibility about the quality of work that I exhibit and the dedication that I put forth for the

students, coaches and athletic administrators in our jurisdiction. My goal is always to do nothing less than the best for our athletic community. I never want to be the excuse for someone not to hire another woman in my role.

The Qualities that Females in Athletic Leadership Need to Display or Develop in Order to be Successful in a Male Dominated Profession

The four women's voices give meaning and definition to the qualities that made them successful. The qualities were not decade specific, but rather a historical compilation and reiteration of what it takes to make it in the male dominated profession of athletic leadership. The characteristics were grouped into two specific categories: personal characteristics that each coach had the responsibility of developing or improving, and characteristics related to the ability to interact or react to others. There were nine basic characteristics, appearing in the form of specific advice to young coaches, or they were intertwined in their own personal journey.

The first characteristic was to develop knowledge in one's field (Abraham & Collins, 1998). A female coach must know the sport in which they are coaching and be well prepared and organized, and recognize the abilities and strengths in others for a support in one's own program. A female coach must be proactive in recruiting talented people to surround their program with an aura of success. All women voiced a concern that the support staff in their programs was their responsibility, and often the athletic administrators were slow to assist them in this endeavor (Charley, 1999).

The second characteristic is that of confidence. The female athletic leader must have confidence in herself and her abilities. Fellow coaches, student athletes, parents and athletic administrators view a lack of confidence as a weakness. It is one that they

cannot afford. Women coaches must be confident that they possess the knowledge and skills in order to make their program successful (Felder & Wishnietsky, 1990). They also must take this level of confidence to higher levels and not be afraid to take risks. Risks may be in the form of higher levels of competition, competing with both males and females for positions they wish to pursue, and to not be afraid to enter higher levels of coaching in either a head coaching position or one in the college arena (Delano, 1990).

The third characteristic is to set high expectations for oneself, one's program and student athletes. The philosophy of all the women is that if you aim low then your program will be a sub par program (Everhart & Packiananthan, 1998). But if your expectations are high your program will excel and your goals will be achieved. It seems a natural expectation in that these women were all high caliber performers in their roles as athletes. Along with setting high expectations was the ability to make a plan and to be diligent in working toward that goal (Felder & Wishnietsky, 1989). All of the subjects were driven by this characteristic.

The fourth characteristic has a variety of levels, but all were centered on truthfulness. Being truthful to one's self, the student athletes you coach, fellow coaches, and the parents, this characteristic gives these women the ability to live with themselves. They recall experiences in their own lives, as student athletes, where effort and commitment were ignored by their coaches, and they did not like it. Other qualities that were important to these women were truthfulness, patience, and fairness (Granzky, 2002). The ethical quality of coaching has great importance to all four of the participants. They all support the premise that "You say what you mean, and you

mean what you say.” Athletics is about fairness. This fairness goes further than the gymnasium or playing field. It enters into personal interactions with the student, team meetings, conversations with colleagues, and dealing with the parents. The characteristics of truthfulness and honesty are deeply embedded in their thoughts and their actions (Hart, Hasbrook, Mathes & True, 1990). The women view this as a huge problem in their interaction with others who they are involved with in their profession.

The fifth characteristic is to be tough. Many of the participants’ experiences in coaching, involve confrontation, questioning of worth, and challenges to their femininity (Knoppers, 1987). Women coaches need to keep in perspective the societal pressures, as well as the historical journey, that women have traveled in their quest for equality (Kort & Potera, 1986). They must be tuff skinned to ward off comments, be able to ignore the looks of distrust, and be prepared to answer the questions that challenged their worthiness. They have to behave like a man, in a man’s world of sports, and accept the criticism for doing so. Women have to act strong, cool, be tough under pressure, and yet, ignore the whispers of tomboy or dike or lesbian (Lirgg & Feltz, 1989). It is a difficult journey for women in athletics to travel. Women understand the challenges of the journey before they even attempt to get on the road.

Along with the ability to be resilient, women coaches must also be able to cope with isolation (Lucas & Smith, 1982). All coaches share that there were times they felt isolated and alone, alone in the big picture because they are a minority in the profession they selected (Mathes, 1982). Also, alone in the sense, that they feel

relationships always needed to be on a professional level. If you show that personal side, it is viewed as a weakness, a way to get to you. The women discuss the hours they spend away from friends, and family, to work with students, to plan practices and strategize for games, and time spent counseling and advising their athletes. The sense of commitment also isolates women in the respect that they may feel they are the only person that cares about their program.

The sixth characteristic is to be a life long learner. All participants express the importance of knowledge in one's field. The avenues of knowledge that you access should be numerous. Use fellow coaches, as well as staff members, and the student athletes themselves to gain knowledge. Never feel that you know it all. There is always some experience that will add to repertoire of information (Meacci & Pastore, 1990). Do not be afraid to seek help and always be happy to give it. Coaches should expose themselves to workshops and in-services, clinics and camps, anything that they can get to make themselves better equipped (Sage, 1987). All coaches express the opinion when you no longer want to learn, when you think that you know it all, it is time to get out of coaching.

The seventh characteristic is the ability to take the positive things that you have learned from other coaching experiences, and to build them into your philosophy and style. The women describe numerous student athlete experiences, as well as young professional experiences, when fellow coaches modeled behavior that they thought admirable and affective (Sisley & Steigelman, 1994). The participants also discuss the importance of recognizing styles and experiences that will cause a cancer in one's program. Remember the inappropriate comments of past coaches, the bad decisions

they made, the ineffective motivational techniques that were used; all of these negatives are imprinted on the women's journeys. The task of searching out an appropriate mentor, and being an appropriate mentor yourself, was paramount to the experience of these women (Sisley, 1990). There is a sense of responsibility for future women coaches to pattern their philosophies, emulate the actions, and provide a positive model for others to follow. There is great importance attached to being able to recognize the anti-coach model, and to know their lack of qualities, and to detach oneself from this role model.

The eighth characteristic is the importance of networking among women coaches (Suggs, 2000b). All coaches believe that the establishment of communities, of both women coaches, and coaches of similar sports, are important to their development. Support as well as knowledge is the emphasis of these relationships. The networking concept also acts to combat isolation and feeling alone. All of the women thought that men coaches are well ahead of women coaches in fostering relationships with their colleagues (Weiss, Barber, Sisley & Ebbeck, 1991). In some respects, this good old boy network works as an antagonist to women coaches' progression, but is a positive in the male coaching arena. Participants realize the importance of quality of community, and understand the strength of the composition and the support that community offers to its members.

The final characteristic that is mentioned and valued by each of the women is that of understanding the importance of establishing time to be yourself, time to do what you want to do. All participants express the concern, that many women coaches become burned out because they do not take time for themselves (Stevens & Weiss,

1993). They spend the majority of their professional career, worried about their student athletes, quality of the program, relationships with fellow coaches, and communication with parents, that quality time for themselves is often a low priority. Family relationships are impacted by this over commitment to their profession (Thorngren, 1990). One woman spoke of not getting married, another spoke of no longer being married, and another had decided to leave coaching because of her family obligations. All of these pressures add stress to women coaches as the professional and personal responsibilities continue to overwhelm them (Wilt, 1989). These women discuss their level of physical and psychological well-being. Personal wellness is impacted because of their involvement in athletic leadership and coaching. Older coaches speak of how they now view their lives in perspective. They understand that coaching is not the most important thing in life. There are other aspects of life that they have re-established as priorities. Young coaches sometimes do not recognize this prioritizing until it is too late. Novice coaches need to maintain a balance between their professional and personal obligations (Thorngren 1990). You can do both things, but you need to understand the pit falls when you enter the profession, not after you have lost it all.

Women need to be authentic to who they are. Leadership attributes may come from other discourses. Although these attributes are mentioned for women in athletic leadership, these qualities are ones that might be fostered in other career choices. The major issue surrounding the naming of these qualities reflects the prevailing gender discourse.

In personal reflections of the qualities that women need to acquire to be successful in their pursuit of an athletic leadership career, I find that the participants concerns were on the mark for my personal journey. I, too, find the qualities that they discussed as necessary to have acquired or developed not only in the profession of coaching, but also, in my world as an athletic administrator. Listening to the stories, the mental pictures and the names may be different, but the experiences are similar. Women in athletic leadership positions must develop all the characteristics that were mentioned in the discussion to be successful. All are important in order to develop the framework or foundation for success. It is not like you have the option to pick and choose the characteristics that you like, the ones that apply to you, or are paramount to your success. They all are needed to pursue the journey and arrive at the destination of success.

Pressures, both Personal and Professional Affecting One's Growth as an Athletic Leader

The pressure that a person can cope with is very individual; however, the catalyst that ignites it appears to be similar. Pressure has been divided into two basic categories. The first is the personal pressure that an individual feels, the gut wrenching experience that the mind as well as the body exhibits when a situation affects one's well being. The second is the professional pressures that a woman may experience to advance in her profession, or to gain recognition or prominence in her field. All of the women speak of a myriad of pressure situations in which they coped with, or reacted to, in their journeys through athletic leadership.

The personal pressures that create a theme are divided into four basic categories. The first is the personal pressure of continuous validation or worthiness that women coaches must display in order to prove themselves. I believe that this proving process takes on many dimensions in these women's lives. It is vital to prove to yourself that you are worthy of the position, and have all the abilities, as well as capabilities, to be successful (Acosta & Carpenter, 1988). Women coaches and athletic administrators must learn to be their own biggest supporters (Weiss, Barber, Sisley & Ebbeck, 1991). They must feel a level of comfort in their career choice as well as confidence in the decisions that they make on a day-by day basis.

The second sub section under this level of confidence is to establish a level of confidence in the student athletes that they coached. They must be aware of your knowledge and understanding of the game, as well as respect your leadership and guidance in their pursuit to excel in their sport (Delano, 1990). Students need to know that you are the captain of the ship. They need to be confident in your knowledge and your coaching philosophy.

The third factor is for women coaches to develop confidence in their interaction with athletic administration and school based administration (McCarthy & Zent, 1982). School administration needs to support the women coaches and their programs. There is always a level of pressure that is put on the high school or college coach to succeed. The successful coaches put this pressure on themselves. But what they need from fellow coaches and administrators is their support.

The fourth confidence component is to nurture the confidence level of the student athlete's parents. Each of the women speaks at great length of the pressure that parents exert on coaches. Parents are taking an increased role in the athletic participation experience of their children. They are verbal, opinionated, and aggressive in their quest for information on playing time parameters, skill assessment, game strategies, as well as questioning the decisions that coaches make on a minute-

by-minute basis in an athletic contest. Each participant shares that one of the most prominent reasons that they would leave coaching is because of parent encounters (Thorngren, 1990).

The second theme as far as personal pressure being uncovered is that of the pressure to succeed. All of the women who were interviewed were successful athletes. They remember what it felt like to experience success. They want that same experience in their journey to become a successful athletic leader. That spirit of competitiveness is not turned off as a coach. Rather, it is taken to an even higher level in their coaching career. Now in addition to the actual participation in the activity, they also provide the training, the strategizing and the leadership skills to make others successful (Weiss, Barber, Sisley & Ebbeck, 1991). All of these women experience this level of self-pressure and thought it was necessary in order to succeed. I think that it is important to note, at this time, that all of the participants voiced this taste for success, but not at the expense of the students' physical or psychological well-being (Theberg, 1985). Some of the women had an epiphany type of experience during their careers that brought them back to reality. Some remembered the experiences that they had as student athletes that scarred, at least temporarily, their connection to their coach. The women coaches may have taken many different routes in their journey but they all arrived at the same place. That is, you never put the desire to win above the welfare of the girls that you coach (Ott, 1999). The game is about them, not about you.

The third main personal pressure factor that is experienced by these women was that of the family (Sharpe, 1994). All of the women relate experiences in which they recalled occasions, in which they experienced a personal pressure, to want to have additional time with family or extended family. For some, it was a spouse, and children; for others, it was a lack of time, and a personal commitment to an extended family of some sort. Regardless of the name, these women feel torn between their

obligation as an athletic leader and their family responsibility (Stevens & Weiss, 1993). This was not decade specific. In fact, the same scenarios came through from Ann, who graduated in the sixties, to Dana, who graduated in the nineties. Dana made a decision after coaching this year that she is retiring from coaching because she wants to spend more time with her husband and children. Beth, who graduated in the seventies, also speaks of the amount of time that she spent away from her children. No matter how much she tried to include them in her world by taking them to practice and dragging them to the games, she felt a regret about the missed time during their childhood years. This pressure to be super spouse, or super friend, or super mom, still exists.

The final theme in the personal pressure category is that of not having time for oneself (Sage, 1987). All of the women speak of lack of time to do things for themselves. Some of them were physical needs such as running or working out. Some were psychological needs like taking a day off without feeling a sense of guilt or not feeling a sense of obligation to go to camps or clinics continuously. This personal space factor was also a reason given for why a woman may leave coaching. There were just so many roles that they were expected to fill (Sharpe, 1994). If they wanted to go to school, to pursue an additional degree, or move on to a higher level of coaching, or to accept a job in administration, there was a sense of obligation to the students and the program that was not taken lightly. These women coaches put the needs of the student athletes and their program above their own.

The second phase of the pressure situations that may affect one's ability to grow as an athletic leader is in the professional arena. The first professional pressure is the urgency, that all of these coaches experienced, to stay current and motivated (Sisley, 1989). I believe that anyone who cares about their career, if it were in athletic leadership, or some other field, the pressure of being on top of things, of knowing the latest issues, and trends, is on every professional's plate. For women who are in

athletic leadership positions, the pressure may be a bit more intensive, in that they have not as yet established an effective networking system to assist them in their professional development (Starceovich, 1999). Therefore, they must utilize in some cases generic one-size fits all models to improve their programs.

The second professional pressure that these women experienced is one, that in a sense, obligates them to push their student athletes to a higher level to facilitate the students' chances to move on to an intercollegiate experience. There was a sense of failure experienced by some of the participants when student athletes they had nurtured, had not taken the advantages and gone on to a college program. There was a sense of loss, at least by Beth, when she pushed students to go on, and set the stage, and they in turn made another choice. I believe that these coaches know that the current female athletes are the future, and that it is in their role as coach and mentor, that they need to do whatever they can, to make them successful (Stewart & Taylor, 2000).

The third professional pressure these women experience is the lack of support by school based or athletic administrators (Priest, 1990). In the previous section when characteristics were thematized, the women mentioned isolation, and their ability to deal with it. This lack of interest or support, on the part of administrators, is a form of pressure that is applied to the women coaches (Pines, 1982). They experienced a sense of non-commitment, or lack of energy, on the part of their athletic administrators. In turn, this put extra pressure on them, to put the pieces together, for their coaching teams, facilities, equipment and schedules to facilitate an effective program. In some cases, the individuals were novice coaches working in their first interscholastic experience. For others it was an habitual problem that they learned to work around, or just to do the jobs on their own.

The final professional pressure addressed by all of the participants has to do with pressure exerted by parents. This was also mentioned as a personal pressure

experienced by the women. All of these women were teachers as well as coaches. Therefore, their experiences as a coach, and their profession as a teacher, were tied together. Negative experiences in the gym, or the playing field, impacted their feelings of well being in the classroom. Dana and Beth specifically mentioned negative experiences with parents that affected what they did on a daily basis. This parental pressure also influenced how they reacted psychologically (Maslach & Jackson, 1986).

In a personal perspective, I found the pressures described by the women to be consistent, and relevant, to my experiences. I believe that the personal pressures in my journey were more profound than the professional ones. The idea of confidence in oneself is the most relevant characteristic to all of us in our journeys. That inner worth, self-confidence, that affords us the opportunity to take a risk is of utmost importance. This confidence drives each of us to succeed.

Family responsibilities and time for self are pressures that all of us experience. The important part of this is how one develops coping skills to work through these issues. The women described how they made accommodations to make things work, but they did not discuss any personal coping skills they developed, or the organizations that employed them used, in order to work through these issues. Accommodation only by the woman athletic leader is not the answer. Help with coping skills should also be the quest of the institutions that employ the female coaches. High schools and colleges need to be more receptive in creating an inviting environment of welcoming women coaches and their families. Rather than listing reasons why hiring them will not work, perhaps they should be looking at solutions as to how they can make it work (Acosta & Carpenter, 1988). These pressures are not just personal, but rather societal as well; institutional accommodations can facilitate the opportunity for the growth and development of women coaches.

Summary

The women that were the center of this research experienced a journey, through a developing society over four decades, that led them to make the choice of being involved in athletic leadership. Reasons why women choose to become involved in athletics, reveal the influences of society on their choice, the importance of mentors, impact of a legal decision, the qualities that they need to be successful, and the pressures they experienced through their athletic journeys. The decade that they experienced the journey did not seem to influence the quality of the journey or the challenges they encountered. In listening to their stories, many of the experiences were similar, although they were thirty years apart. The reasons why the journeys through athletic leadership have not changed over thirty years can be attributed to several factors. Society's attitude about women in athletic leadership did not progress as quickly as the changes that were put into place through Title IX. The designated gender for a successful coach is still a male. Although the law broke down the barriers as far as the opportunity for females to participate, the culture barrier still remains. Traditional roles for females still provide special challenges. The role of wife and mother in many instances still takes dominance over the role as coach or athletic administrator. Some female coaches have managed to bridge the gap of acceptance, but for many the precipice still remains.

The journeys were, indeed, important and facilitated turning points in these women's lives. Experiences in early childhood, adolescent years, and adult encounters built the framework for their developmental path in athletic leadership. For each woman, the process was unique with rewards and challenges in each stage.

Hopefully, these individual journeys will give guidance to those who will follow. For the women coaches of the future, the research not only speaks of the historical process of the journey of four women in four decades of athletic leadership, but also

addresses the suggestions and strategies to facilitate success for the women coaches in the future.

Implications for Practice

The experiences of these women coaches have made the journey of women through athletic leadership personal. This research revealed several factors as important in the success of women as coaches. Interscholastic coaches may come from numerous professional backgrounds. However, the women in this study were physical education teachers. In teacher education programs for physical education there must be opportunities for women to learn the art of coaching where learning experiences can be developed to introduce and develop skill in young women who aspire to be coaches. Training and real life experiences were viewed by the participants as vital to the success of future women coaches. The women in this study, acknowledged that most of their learning was on the job training and was not gender specific. This lack of training and lack of preparation were factors in the level of competence as well as self confidence in young coaches. The employer also must provide educational opportunities for young female coaches. High school administrators need to nurture young coaches with experiences that build knowledge as well as self worth. Moving young coaches along too quickly without adequate support is a formula for failure. Administrators need to be flexible in the scheduling demands for women coaches. In today's world there are still many traditional demands that are placed on women. Administrators must recognize this factor and be willing to offer help and solutions and be flexible in their problem solving situations . Experienced, successful women coaches themselves need to reach out to young coaches. Leadership, guidance, and support are all contributions that the veteran female coach can offer the novice. The successful coach needs to be the one to initiate the helping hand. If they wait for the young coach to ask, it may be too late. In addition, experienced female coaches must serve as a role models for others to

emulate. Successful coaches should offer to young women a professional demeanor, a demonstration of knowledge in their field, the exhibition of interpersonal skills when dealing with student athletes, and the communication skills to deal with parents and others effectively in confrontational situations. In addition they can help guide them through the gender challenges women experience in this highly competitive field. These tools will serve as the basis for the development of a new discourse for women in this very physical field that has been determined by male relations of power.

The purpose of the study was to reveal the journeys of four women in their choice and experience of being a coach and leader. Although the women were challenged by obstacles, they confronted them in a personal way. Individual motivators were present in each of their lives that renewed their spirits and encouraged their pursuits. Women coaches in the future may look to these women in athletic leadership for knowledge, guidance, and motivation to continue their personal journeys in athletic leadership.

Recommendations for Additional Research

In the area of women in athletic leadership, there is a need for research that addresses professional training, and the establishment of a developmental process to introduce women to the demands of interscholastic and intercollegiate coaching environments. Currently, women are moved too quickly through the ranks of coaching. Novice women coaches are being thrust into situations early on in their careers, and they have not yet developed the skills to cope with the level of competition. Therefore, they have a less than satisfactory experience, and leave coaching. Process development for young women coaches is of vital importance.

A second area of research that needs to be pursued is that of coaching style of both men and women coaches. The qualities of a humanistic coaching style need to be compared and contrasted with the traditional “win at all cost” style in relation to performance of the athletes, satisfaction levels of the student athletes, and the

coaches' enjoyment and satisfaction. With an increased amount of multi-gender coaching staffs, it would be of interest to research how gender or style might influence student success and satisfaction with their athletic experience, as well as the coaches' physical and psychological well-being. Additional research may approach females in coaching from another methodology as well. Phenomenological, case study or grounded theory approaches may reveal additional insights into the research. Phenomenological work might open up these experiences at a deeper level, and grounded theory could add to an area that is short on theory. Personally, I would like to study the impact that a humanistic style of coaching would have on student athletes' performance, individual and team dynamics, and personal wellness of the coach. One may discover that gender is not as important as style or philosophy in coaching. That remains to be researched.

Leadership, teamwork, commitment, skill development, perseverance, and social skills are all tangent qualities that should be developed by students who participate in athletics. The coach is the source in which the opportunities for development of these qualities are afforded to students. Any research in the area of athletic coaching that contributes to the manner in which coaches deliver their message to student athletes is invaluable. The coach-student relationship through athletic participation provides a foundation for the development of many leadership skills that can be used throughout one's life. The long range contributions to both the coach and student may be life changing.

APPENDIX A

Sample Letter to Participants

June 1, 2003

Dear

I am conducting a study on women in athletic leadership. Specifically, I am asking the question, How have personal histories and life experiences of women in athletic leadership (pre and post Title IX), contributed to their acceptance or rejection of athletic leadership roles? You will be one of four participants in the study who has graduated from college in four sequential decades between 1960 and 1990.

The research will trace your family, high school as well as college experiences in athletics, your experiences as a coach, as well as societal influences that have helped to pave your journey through athletic leadership. As the researcher, I will draw common themes from the narratives to address the sub questions of: What influence did family have on the selection of the career? How did social context enter into the decision to enter or remain? How important are role models? What qualities do females in athletic leadership need to display to be successful? What pressures, both private and professional, affect your personal growth? This research will contribute to suggestions for ways in which female coaches can be mentored for leadership positions.

I would appreciate your willingness to participate in my study through three or four interviews designed to learn more about your experiences in the development of your position as an athletic leader. The first interview will be approximately two hours, the others will each be approximately one hour in length. The interview will be conversational in manner and will be taped. At the conclusion of the interview, you will receive a transcription which you may review and edit.

In the near future, I will be contacting you to arrange for the interviews. These will be arranged at your convenience. Should you decide to participate in this research, your participation will be confidential. Thank you for your consideration.

Sincerely,

Marlene L. Kelly
Doctoral Candidate, Education Policy and Leadership
University of Maryland

APPENDIX B

Consent Form

Identification of Title:	A Biographical Interpretation of Women's Journeys Through Athletic Leadership: Pre and Post Title IX Legislation
Statement of Age	I state that I am over 18 years of age and wish to participate in a program of research being conducted by Marlene L. Kelly under the supervision of Dr. Francine Hultgren in the Department of Education, Policy and Leadership in the College of Education at the University of Maryland, College Park.
Purpose	I understand that the purpose of this research is to study the journey of women in athletic leadership for the purpose of understanding the developmental process to better prepare young women to enter into the athletic leadership profession.
Procedures	As a participant, I understand that I will be involved in 3-4 interviews. The first interview will be approximately two hours, the others will each be approximately one hour in length. The dialogue will be about the experiences that led up to my involvement in athletics and athletic leadership roles.
Confidentiality	I understand that my name will not be identified in public documents or presentations. I understand that I have the right to request that specific information from the interviews not be used in the study. I understand that a tape recorder will be utilized in the sessions and that I may ask for the recorder to be turned off at any time.
Risk	I understand that there are no known risks to this research experience.
Freedom to withdraw	I understand that this study is not designed to help me personally but that future women coaches may be impacted by the research. I understand that I am free to ask questions or withdraw from participation at any time without penalty.
Name/Address/Phone Phone of Researcher	Marlene L. Kelly 908 William Meade Court Davidsonville, Maryland 21035 410-956-4284
Name/Address/Phone Faculty Advisor	Dr. Francine Hultgren Department of Education Policy and Leadership

Signature of Participant _____ Date _____

APPENDIX C

Protocol for the Conversation

Research Question

How have personal histories and life experiences of women in athletic leadership (pre and post Title IX), contributed to their acceptance or rejection of athletic leadership roles?

Sub-Questions

1. What influence did family have on the selection of a career in athletic leadership?
2. In what manner did societal context enter into the decision to enter and remain/leave this career choice?
3. How important are mentors and role models in the career identification process?
4. What qualities do females in athletic leadership need to display or develop in order to be successful in a male dominated profession?
5. What pressures, both personal and professional, affect one's growth as an athletic leader?

Interview Questions (Samples to initiate conversation--more of which will develop in response to their answers).

1. When did you attend college?
2. Were you a college athlete?
3. What sports did you participate in while in college?
4. Were you a high school athlete?
5. What sports did you participate in while in high school?
6. When did you first experience an interest in athletics?
7. How were you viewed and accepted by your parents/family at this time?

8. How were you accepted by your friends at that time?
9. Were you proud or embarrassed by your skill level?
10. Is there anyone or more than one person who influenced your athletic participation?
11. What personal qualities or characteristics did you display or develop as a high school or college athlete?
12. What made you select a career in athletic leadership?
13. When did you first enter the role?
14. How long have you been involved in athletic leadership?
15. Why do you think women choose to get involved in athletic leadership roles?
16. Do women look at athletic leadership differently?
Why or why not?
17. Do you feel that there is equal opportunity for women to be involved today?
18. If there were obstacles who put them in your way?
19. What was your most memorable moment in your athletic leadership?
20. Was there ever a moment when you wished that you had not made that choice?
21. Was there any price personally that you had to pay for your commitment to athletics?
22. Do you feel that you are in control of your destiny in the athletic arena? Why or why not?
23. Do you feel that role models or mentors are important to women in athletics?
24. Were role models important to you in your development?
25. Do you have any? Who are they? Why were they so personally important to you?
26. Do you think it is the responsibility of women in athletics to mentor others?
27. Do you feel adequate/equal/or superior to men in competing for a job?

28. Do you feel that women and men approach athletic leadership or coaching in the same way?
29. Do you know what Title IX is? What impact do you think that it has made upon athletics in general, and on women's involvement in coaching?
30. Why is it, since Title IX, with all of its equity implications, we have not seen an increase in the amount of women in athletic leadership roles?
31. What kind of physical as well as psychological fitness does the job of athletic leader require for women?
32. Do you have it?
33. What kind of rewards do you get out of athletic leadership?
34. What kind of bruises do you have?
35. If you had to summarize your journey so far in athletic leadership, what would you say?
36. If you had to give some advice to a woman entering coaching today, what advice would you give her?
37. Is there anything that I should have asked you to give me a better picture of you and your experience? Is there anything that you would like to add or talk about?

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